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ABSTRACT

This training manual describes an educational procedure in which students counsel and help facilitate the positive growth and development of other students in their own age group. The materials present a model peer counseling training program consisting of 32 sessions in which group process is used, including eight components focusing on the skill development areas of: (1) team building for cohesion, self awareness and awareness of others; (2) values clarification; (3) effective communication skills; (4) constructive feedback techniques; (5) assertiveness training; (6) effective problem solving and conflict resolution; (7) career planning; and (8) effective tutoring. Steps in developing the training program and determining its objectives are presented with facilitator guidelines. Sample forms are included for planning, activities, discussion questions, and evaluation as well as practices which tend to sabotage peer counseling programs. A section of suggested readings is appended. (JAC)

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P.E.E.R.S.:
PROVIDING EFFECTIVE EMPATHIC RESOURCES AND STRATEGIES

A Peer Counselor Training Manual

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This book is dedicated to the many bright, dynamic, and "giving" young people who serve and will serve as counselors to their peers.

"You give but little when you give of your possessions. It is when you give of yourself that you truly give."

Kahlil Gilbran

Illustrations by Lloyd White

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PREFACE

Those persons who have combined their efforts to develop this manual for a peer counselor training program, P.E.E.R.S.: Providing Effective and Empathic Resources and Strategies, represent extensive expertise in student training in peer facilitation. They have worked, both as individuals and as team members, to initiate peer counseling programs in various elementary and high schools and colleges; and to develop workshops and seminars regarding these and related issues. The authors have written articles and manuals regarding group process and peer facilitation; and in addition, they have served as consultants and advisers to others who seek information regarding such programs.

From such long and involved experience they have developed this manual which includes a theoretical base and extensive ideas, concepts and activities related to the use of students to facilitate the growth and development of other students. Their primary desire is to share such theory, ideas, concepts and activities with others with the hope that others will implement a program within the particular school setting which allows students to share their skills, knowledges, and altruistic concerns with their fellow students.

A basic premise of the P.E.E.R.S. program is that students have the intellect, energy, desire and motivation to help their peers develop to their highest potential in all areas of concern. This manual outlines a strategy for leashing and directing such outstanding and helpful characteristics of students, and for implementing a program of peer counseling which will use these characteristics.

The authors wish to extend sincere thanks to the many persons who have extended help in so many different ways, including the development and review of ideas and activities, and the use of space and materials for the implementation of these ideas and activities. We are especially grateful to the many fine, competent secretaries who typed various portions of this manuscript. A special thanks is extended to Mrs. Jean Radermacher, Mrs. Dorothy Frederick and Mrs. Betty Shine for their extensive help and secretarial skills they provided to this project. Special thanks is also extended to Mr. Everett E. Patrick, Director of Pupil Personnel Services, St. Louis Public School System, for his help and concern relative to the P.E.E.R.S. project.

Peer counseling is an exciting, energizing, moving concept whose time has come. We sincerely hope that those persons who read this manual and who seek to implement the P.E.E.R.S. program within their educational setting will share our enthusiasm and concern, and will find the information included helpful to them in reaching their goals.

Mildred R. (Buck) Anderson
Editor

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P.E.E.R.S.: PROVIDING EFFECTIVE AND EMPATHIC RESOURCES AND STRATEGIES

A Program For Peer Counselor Training

Introduction

Mildred R. Buck

P.E.E.R.S.: Providing Effective and Empathic Resources and Strategies is an educational procedure in which students counsel and help facilitate the positive growth and development of other students in their own age group. Through the use of peer counseling, students develop a "helping," service-oriented relationship with other students. Such interpersonal involvement tends to increase the possibility that participants will develop to their highest potential in the socially, academically, and emotionally.

The rationale for P.E.E.R.S. is related to the socialization process which occurs during adolescence, and to the resulting potential for positive growth and development. The adolescent socialization process is unique in that ties with authority figures appear to become progressively weaker as greater independence from adults is achieved. At the same time, during this period, more emphasis is placed on interaction with peers in developing age-relevant skills and interests, and in sharing similar problems and feelings. Normally students relate more consistently and intensely with one another, and therefore consensual validation concerning behavior is gradually acquired. Thus, the peer group develops a private, esoteric character, which tends to adhere to a particular value system and "modus operandi." During this period, the peer group, rather than adult authority figures, appears to be more successful in implementing value change, value analysis, and value system growth (Zunker, et al, 1966). Thus, the peer group might be perceived as an effective change and transmittal agent, of not only those values which are unique and acceptable to a particular age group, but in addition those which are most consistent with the value system of the larger society in which it exists. Society as a whole, then, could "use" the peer group to foster those beliefs, values, and behaviors which have proven most useful in the past in developing and enhancing positive growth and development.

As stated so well by Sussman; (1973):

> The peer-group counseling concept has great potential to promote individual and human development. It reaches the student as a person, encourages self-expression, and gives students an opportunity to provide significant help to others. In adolescence, young people listen to and are influenced by other young people. Expanded availability of this type of interaction provides maximum opportunity for personal growth. Peer-group counseling is one method of stimulating this growth in a positive direction.

Counseling procedures can, of course, be undertaken at any age level; and on an individual basis or in a group setting. Since adolescents, like everyone else, spend the majority of their time in groups of various kinds, the experiences selected for training peer counselors are described in this manual as best implemented in a group setting. In such group situations participants are encouraged to learn new behaviors which would help them to relate more effectively in different and changing interpersonal relationships. They are provided opportunities to refine their talents, potentialities, and skills in communicating in meaningful ways with others. In addition, new and creative innovations in problem solving can be presented and explored in a relatively safe and supportive atmosphere.

Research (Brown et al, 1971; Buck, 1977; Ettkin & Snyder, 1972; Mosher &

Sprinthall, 1972; Zunker & Brown, 1966) indicates that there is a positive correlation between a student's general level of adjustment and his/her effectiveness as a member in some or all of the groups in which he/she functions. Thus, the student's social efficiency and adjustment may be determined by how and to what extent he contributes to his group; his acceptance, by and of the group; and whether or not he can develop meaningful and satisfying relationships with other members of the group. Through group process changes can be made which would tend to reduce feelings of isolation, loneliness, and low self-esteem. Reasons for absenteeism, poor study habits, dysfunctional teacher-pupil relationships, drug and alcoholic addiction, can be explored and remediated.

This manual, P.E.E.R.S.: Providing Effective and Empathic Resources and Strategies, presents a model for a peer counselor training laboratory in which group process is used. The focus of the training is on communication skills, interpersonal relationships, problem solving and decision making. An attempt has been made to develop an innovative model in which an open, congruent and accepting atmosphere will be developed. In such a setting students can not only improve understanding of self, but can also increase their ability to facilitate the emerging personal integration and improved interpersonal relationships of other students.

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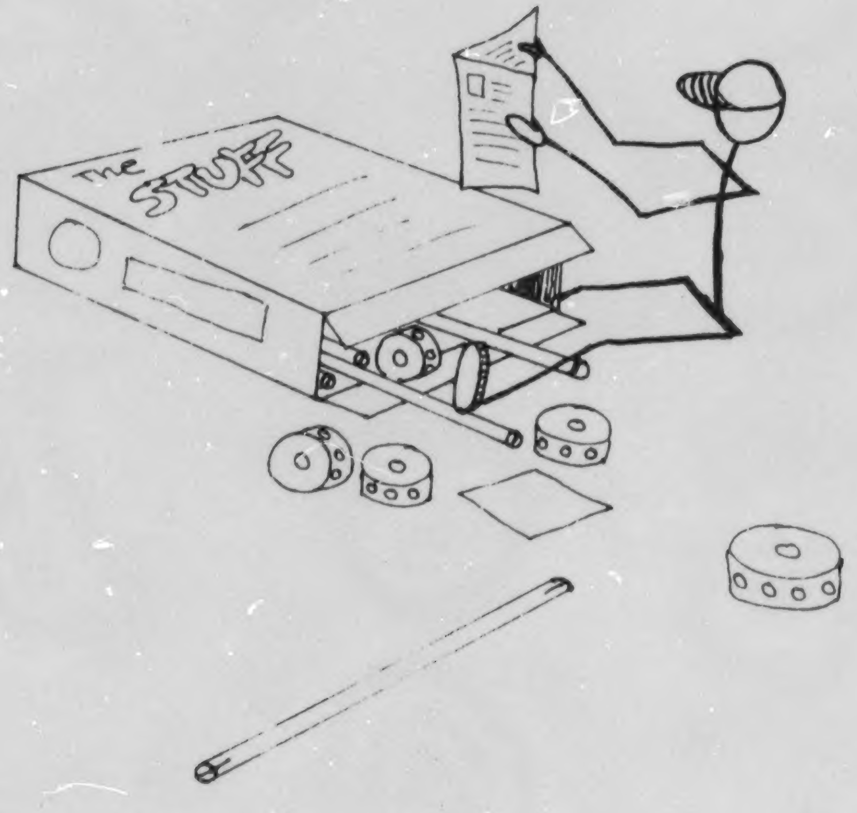
HOW TO BEGIN THE PEER COUNSELING TRAINING PROGRAM



CHAPTER 1

LLOYD WHITE & RODNEY ROBINSON

HOW TO BEGIN THE PEER COUNSELING TRAINING PROGRAM

Lloyd White and Rodney Robinson

The administrative as well as the logistical aspects of a peer counseling program are crucial to its survival and productivity. The old saying of "How you start is how you end" is applicable to this particular phase of peer counselor training. If the beginning is well planned and efficiently organized, the program will end satisfactorily and profitably to all persons involved.

A peer counselor training program cannot be implemented just because it has proven to be a positive force in a particular setting, or because the idea is appealing to one faction. There must be a continual all-out effort to obtain approval and support for the program. The program must interest not only the population to be trained but, also, the potential trainers. This will enhance the decision-making process for choosing the professionals who will serve together as a team to facilitate the training of the peer counselors.

Peer training programming must be goal-oriented in order to identify the needs of the group; to insure that these needs are met; and to measure the success in meeting these needs. In selling the program to other individuals, it is necessary for the sellers to be convinced that they are selling a viable product. In order to stimulate the sales task, it is suggested that during meetings of the facilitators, objectives be listed and continually discussed. Clarity relative to what the program is trying to accomplish and how these goals will be reached is also recommended. These objectives should be conveyed to all involved via form letters and/or a general write-up regarding the program.

The first task to be undertaken when developing the P.E.E.R.S. program is to decide on the professional facilitators who will serve as a team in training the peer counselors. Such facilitators might be selected from among the social workers, counselors, school psychologists and teachers working within the school setting. The persons selected as team members should be willing to "own" the program, and to accept full responsibility for its success or failure. The facilitators should be willing to commit a block of time, a great deal of effort and ingenuity toward the implementation and progress of the P.E.E.R.S. program.

The second task will be to develop the objectives for the entire project. These objectives consist of goals which the participants believe they can achieve within a specified period of time. In addition the objectives should meet the assessed needs of the group. Examples of general objectives are:

Objectives for the P.E.E.R.S. Program

1. Increase the individual's knowledge of him/herself, and improve his/her level of self-esteem and self-confidence.
2. Develop among students a sincere and more mature desire to help others.
3. Use the leadership and altruistic potential of students to become more effective in a helping role.
4. Develop congruent, honest, and constructive relationships with others which will allow them to use the relationship for growth, change and personal development.
5. Increase trust and openness in communication between and among teachers, students, counselors, and others who might be used as resource persons in solving problems and in effective planning.
6. Increase the student's ability to solve problems efficaciously, and to make mature decisions concerning goals and future careers.

The third task will be to have the professional facilitators decide together on the general logistics of the peer counseling project. When we are talking about logistics we're talking about a number of issues: how many students will be trained, what will be the criteria for selection of peer counselors, how many teams will be formed, how will students be referred for counseling, what block of time will be used during the school day, how many sessions will be involved in training peer counselors and working with counselees, how will the team provide for supervision, and will students receive credit for participating. Issue by issue, each is an important task in itself. The main factor will be to decide together as a team how each will be accomplished.

Experience suggests that the number of students to be selected for training as peer counselors should range between 15-25. When an attempt is made to train a group of students that is too large, individual attention cannot be given as often to the students when necessary. When the number of students is too small, i.e., less than fifteen, there is no allowance for attrition. Students leave the program for many reasons, including discomfort with the activities involved; more important interests outside the program; inability to grasp the concepts, etc. As the training progresses, smaller teams of from 2-4 students could be formed from this larger group, as the peer counseling teams that will actually perform the counseling of other students. Additional students should not be added to the original group once the training begins.

The next important task is to develop the criteria for selection of the team of students to be trained in peer counseling procedures. Other faculty members from the school should be involved along with the professional facilitators in determining which students will be included in the P.E.E.R.S. program. It is also advisable not to forget the students' ideas on how to go about selecting peer counselors. The issue, at this point, can be that some students who are models to teachers are not models to fellow students. The kind of student that is attractive as a peer counselor will be that student who could meet that happy medium of being acceptable to the facilitators as well as to the other students. The goal is to have a wide power base of support for the P.E.E.R.S. program. Again, reviewing the entire procedure for the development of the program with the faculty involved, as well as the other faculty members within the school and students, is advisable in order to accomplish that goal more readily.

Successful programs have been implemented in the middle grades and in high school settings. The suggested criteria for the selection of peer counselors for a high school program might include the following:

1. The students selected should be freshmen, sophomores, and juniors. Seniors should be allowed to participate to gain skills for personal growth; however, it must be understood that they will no longer be a part of the student body the next year, and therefore cannot be expected to take on responsibilities that might extend past their initial training.

2. The selected students should be certified by the teachers as passing in all subject areas.

3. The selected students should be recommended for inclusion in the program by teachers, counselors, and/or other persons in service professions.

4. A student selection procedure might also be included in this process.

5. The selected students should demonstrate a high level of interest in working with the other students.

6. The selected students should be committed to the time involvement scheduled for the P.E.E.R.S. program.

7. Students should score within an acceptable range on the Buck Interpersonal Relationships Scale and Level of Self-Esteem Scale. (see attachments.)

After the criteria have been developed for the selection of the peer counselors, the facilitators of the P.E.E.R.S. program should determine the answers to all facets of the projects, such as:

1. How, when, and where will the peer counselors be trained?
2. What schedule is feasible in the particular high school?
3. How many sessions will be involved in training peer counselors?
4. How many sessions will be involved in counseling other students?
5. Will the peer counselor receive subject matter credit for participating? Will the counselees receive credit? If not, what type of reinforcement will be used?
6. What plans are made for accountability and supervision?
7. What plans are made for the evaluation of the program?

The answers to the questions detailed above will constitute the main body of the plans for the peer counseling training program.

The selection of a block of time that is acceptable to everybody and also conducive for training is a difficult administrative task, and the final decision should be made by the principal. Often there are periods during the day when there are more activities going on in the school than at other times of the day. There are also times in the day that just aren't conducive for training; such as the first period in the morning, period after lunch, or the period after some kind of athletic activity. In these time periods students have a tendency to be more distracted and uninvolved. It is advisable for the administrator to plan the total program so that the program has some degree of flexibility. However, a definite time period should be scheduled for the implementation of peer counseling. These sessions should be scheduled at times that are conducive to training or counseling sessions. Although you might have students who are very advanced in their counseling skills, it is always advisable to have adult supervision for your peer counselors. This will protect everybody's interest and will also help eliminate the probability of problems occuring or situations getting out of hand before the facilitators can deal with them. Provide a time period in which students who are training and working with the counselees may get immediate feedback from the facilitators and help in planning for the next sessions.

Credit is an issue that often is most difficult in developing a peer counseling program. Each school system has its own criteria relative to students receiving credit. However, experience indicates that an objective of the program should be to give students credit for peer counseling. Receiving credit is an excellent motivation factor for students receiving peer counseling training, and also for those implementing the program. Many of the decisions above might have to be changed after discussion with faculty members, or after the program has been in process for a period of time, but it is very important to make decisions in these areas so that the staff will have something to work with when it becomes necessary.

The P.E.E.R.S. program facilitators should discuss and develop, in writing, the total peer counseling program from start to finish. This will be a very good tool to present to all staff members, parents, students and others that are to be involved. It will also give everyone concerned something to look at and something to work with. Acceptance of the program will sometimes depend on how well you can document the need and also the feasibility of the peer counseling project.

A significant aspect of the planning process is that of developing the forms (questionnaire, information sheets, and permission slips) which will be used in the program. The permission slips are used to inform parents of the program and to get their written permission for the student to enter the program. Development of these forms is a tedious task and often requires hours of discussion, but after they are developed they can be very useful for years to come. It is necessary from time to time and from program to program to reevaluate the documents you've developed in order to change them according to the needs of the particular group. Information sheets should contain pertinent information, but information that is damaging or that can be used against the student should not be included. The forms should be cleared with the administration. (See forms at the end of this chapter for samples of documents that can be developed.)

An important task which must be undertaken in developing the P.E.E.R.S. program is that of presenting the final plans and instruments to faculty members, administrative staff, students and parents.

Present plans to the faculty in many different ways in order to obtain their acceptance and support. Incorporate their ideas and suggestions in your final plans, when workable. At this time, you should verbalize to the faculty any concern you have about the peer counseling program, any obstacles, or other ways they can assist the program in becoming more positive and viable. If there is resistance within the faculty due to misinformation then those faculty persons will possibly interfere with the program. To expedite the clear understanding of the program it is good to present this to the faculty not in a set form but with some flexibility in order for some staff persons to have input. With their input the program is more likely to be embraced by the entire school rather than a few individual faculty members.

While documentation of the program is already taking place, it is always good to make clear how all personnel will profit from a peer counseling program. This can be done via the written documentation but there also should be an opportunity to sell the program verbally. A forum could be developed to extend communication about the program, not only within the schools but also to the community about the peer counseling training program. Such a project will provide an opportunity to elicit responses from those who have not been involved up to this point, such as security guards, nurses, physical education teachers, etc. It can also serve as a time during which faculty members who have already volunteered to be involved in the program can take an opportunity to resell themselves on the peer counseling program itself.

Present the program to students in such a manner that they will be motivated to take part. As we all know, adolescents and adults think on different planes. What is acceptable to adults at times may not be acceptable to students, so the program should be presented from the students' perspective. Students must know that they have a part in the program, that they share ownership in the program. If students realize they have ownership in the program or the availability of ownership, they are often more motivated to be involved and will get a lot more out of the program. Peer counseling can also be developed to the extent that it becomes recognized as a part of the school spirit. If the school spirit is low, peer counseling can stimulate it. If it is already high, then peer counseling can serve as an added stimulant.

It is also advisable, at this point, to obtain permission from parents for students to undergo training for peer counseling. Parents must also be sold, if they are expected to support the program. A parent must be given the opportunity to have input in the training. For example, some parents might be concerned about their children being involved with other students without supervision. It should be made clear to the parents that in the P.E.E.R.S.

program students are always supervised. Another issue that might come up is whether this will enhance the student's total learning process, or will be another activity that will interfere with the student's academic pursuit. All these questions and issues must be addressed clearly before and/or when asked by the parents.

At this point you are ready to begin the peer counseling program. Arrange a schedule to begin peer counseling training and notify school personnel and students. If an adequate selling job has been done, then students and faculty should be very anxious to begin. There will be, however, healthy apprehension about the program at first, and this will possibly serve to provide an opportunity for a big production at the beginning of the training. Don't overpromote peer counseling, however. Never set objectives that are impossible to meet. Often, if the first attempt at peer counseling fails, then there will be no other attempts made to develop a program. Remember, peer counseling is not always the savior of all saviors, but it can be a help in solving some of the problems in the school including some of the individual problems the students might have.

In order to assure the success of the peer counseling training it is advisable to plan for each session of the training. Adequate planning will perhaps help anticipate problems that may occur during the sessions, and if these problems are talked about enough and planned through, they can be solved more readily.

Select and compile material to be used in each session of training. It is very healthy to do this before the peer counseling program starts because there might not be time after it begins to compile complex materials for the sessions in which they are actually going to be used. Select materials that are attractive to staff members and administration as well as the students. Be careful about long, didactic sessions because these have a tendency to be boring.

Decide upon an arrangement for agency visits, films, videotaping, outside resource persons, etc. It is very good to decide beforehand and get permission necessary for any kind of visits from outside agencies. If the agenda for the program is planned early and brought to the attention of the students, they are more likely to be motivated toward the peer counseling sessions and more likely to look forward to the various activities. If all the planning has been accomplished, then it is very unlikely that you will receive any disappointments throughout the training. Videotaping is an excellent tool to use because the students get automatic feedback in what they are trying to accomplish. Videotaping serves as a motivator for changing certain behaviors. It is also a very good training tool as students can view themselves making mistakes and see themselves as others see them. It is also an excellent idea to be involved in as many outside resources as possible, because the more the peer counseling program is sold, within the school and to other persons, the more likely it is to succeed.

Plan for the evaluation of your peer counseling training program and the training of your counselees. This evaluation might include an analysis of pre and post assessment procedures; an analysis of data from forms used to assess the peer counselors during the counseling sessions; and an analysis of self-report instruments. Thus, a design for evaluating the program should be developed which would provide input regarding the progress of the program. A determination should be made of how close the peer counselors have come to reaching their objectives. Therefore it is important to set objectives that can be met because then the participants will experience success. Thus, it is always good to limit the objectives in the first year to those areas that can be accomplished.

This chapter is highlighted in a menu-type fashion offering many aspects for initiating a positive peer counseling training program. While not every detail can be discussed that will affect every program, it is felt that all of the factors mentioned in this chapter are relevant to most programs. The issues mentioned here, such as promotion, motivation, and needs are key factors in any program. But in every program you will find another set of crucial issues to be faced peculiar to that setting. Peer counseling can be a very satisfying experience and the menu above provides the basic food for thought.

OUTLINE

HOW TO BEGIN A PEER COUNSELING PROGRAM

I. Decide on the professionals who will serve together as a team to facilitate the training of the peer counselors.

II. Decide together what you want to accomplish. List and discuss objectives. Be clear about what you are trying to do so that you can convey this message to the peer counselors.

III. Decide together upon the general logistics of the peer counseling project:

A. How many students will be trained?
B. What will be the criteria for selection of peer counselors?
C. How many teams will be formed?
D. How will students be referred for counseling?
E. What block of time will be used during the school day?
F. How many sessions will be involved in training peer counselors? In working with counselees?
G. How will the team provide for supervision?
H. Will students receive credit for participating?
I. Etc.

(Many of the above decisions might have to be changed after discussions with faculty members.)

IV. Present your plans, in writing, to school administrators and the "powers that be" for acceptance and clearance.

V. Develop all forms (questionnaire, information sheets, permission slips, etc.) which will be used in the program.

VI. Present your plans to the faculty in many different ways in order to obtain their acceptance and support. Incorporate their ideas and suggestions into your final plans, when workable.

VII. Make clear to all personnel how the school will profit from a peer counseling program.

VIII. Present the program to students in such a manner that they will be motivated to become a part.

IX. Select peer counselors.

X. Obtain permission from parents for students to undergo training for peer counseling.

XI. Arrange the schedule to begin peer counselor training and notify school personnel and students.

XII. Plan for each session of training.

XIII. Select and compile materials to be used in each session of training.

XIV. Decide upon and arrange for agency visits, films, video taping, outside resource persons, etc.

XV. Plan for the evaluation of your peer counseling training program and for the training of the counselees.

NOTES:

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LEVEL OF SELF-ESTEEM SCALE

Please mark each statement in the following way:

If the statement describes how you usually feel, put a check (✓) in the column, "Like Me".

If the statement does not describe how you usually feel, put a check (✓) in the column "Unlike Me".

There are no right or wrong answers.

		Like Me	Unlike Me
1.	I'm pretty sure of myself.	______	______
2.	I often wish I were someone else.	______	______
3.	I'm easy to like.	______	______
4.	I find it very hard to talk in front of the class.	______	______
5.	I'm a lot of fun to be with.	______	______
6.	I'm proud of my school work.	______	______
7.	Someone always has to tell me what to do.	______	______
8.	I'm popular with kids my own age.	______	______
9.	I can usually take care of myself.	______	______
10.	I like to be called on in class.	______	______
11.	It's pretty tough to be me.	______	______
12.	Kids usually follow my ideas.	______	______
13.	No one pays much attention to me.	______	______
14.	I really don't like being a boy/girl.	______	______
15.	I have a low opinion of myself.	______	______
16.	I don't like to be with other people.	______	______
17.	I frequently feel shy.	______	______
18.	I often feel ashamed of myself.	______	______
19.	I'm not as nice looking as most people.	______	______
20.	Kids pick on me very often.	______	______
21.	My teacher makes me feel I'm not good enough.	______	______
22.	I'm a failure.	______	______
23.	Most people are better liked than I am.	______	______
24.	I usually know what to say to people.	______	______
25.	I often get discouraged in school.	______	______
26.	Things usually don't bother me.	______	______

*Items adapted from Coppersmith "Self-Esteem Inventory" (SEI); The Antecedents of Self-Esteem, Stanley Coppersmith; University of California

LEVEL OF SELF-ESTEEM SCALE

Scoring Instructions

Review the manner in which the student has checked each item. Look at the value (0 or 2) given for each item below. Give credit for the item according to the value given, depending on whether the student checked Like Me or Unlike Me. Add the values checked and credited. A high score (30+) is indicative of high self-esteem. Low score (15-) is indicative of low self-esteem.

	Like Me	Unlike Me
1.	2	0
2.	0	2
3.	2	0
4.	0	2
5.	2	0
6.	2	0
7.	0	2
8.	2	0
9.	2	0
10.	2	0
11.	0	2
12.	2	0
13.	0	2
14.	0	2
15.	0	2
16.	0	2
17.	0	2
18.	0	2
19.	0	2
20.	0	2
21.	0	2
22.	0	2
23.	0	2
24.	2	0
25.	0	2
26.	2	0

BUCK INTERPERSONAL RELATIONSHIP RATING SCALE

Below you will find some statements concerning how you relate to others. Complete this form as quickly as you can without thinking too much about each item. Circle the number which best describes the degree to which the statement best fits the way you usually behave in interpersonal situations. Respond as honestly as you can.

1. I like to be with others.

Never - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Always

2. I would like to have close personal relationships.

Never - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Always

3. I tend to trust others.

Never - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Always

4. I am eager to get along with others.

Never - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Always

5. I am aware of the feelings of others.

Unaware - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Always

6. I listen with understanding to what others say.

Never - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Always

7. I can often influence the behavior of others.

Seldom - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Often

8. I can tolerate differences between people.

Seldom - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Often

9. Conflict with others usually upsets me.

Always - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Never

10. I usually understand myself.

Never - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Always

11. I am willing to reveal myself to others.

Never - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Always

12. I will discuss my feelings and concerns with others.

Seldom - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Always

13. I like myself.

Seldom - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Always

14. I can accept the opposition of others.

Low tolerance - 1 - 2 - 3 - 4 - 5 - 6 - 7 - High tolerance

15. Level of independence from others.

Very low - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Very high

16. Degree of creativeness.

Low - 1 - 2 - 3 - 4 - 5 - 6 - 7 - High

17. Expression of anger.

Tend to repress - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Express appropriately

18. Level of self-confidence.

Low - 1 - 2 - 3 - 4 - 5 - 6 - 7 - High

19. I tend to dominate others.

Often - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Seldom

20. I tend to encourage others.

Never - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Often

21. I can be straightforward and direct.

Never - 1 - 2 - 3 - 4 - 5 - 6 - 7 - When necessary

22. I am slow to forgive.

Usually - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Never

23. I tend to be touchy and easily hurt.

Often - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Never

24. I am easily led.

Frequently - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Infrequently

25. I am a good leader.

Never - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Usually

SCORING: To score, add up the numbers circled for each item and divide the sum by 25. A high average score (5.5 or above) is usually indicative of good interpersonal relationships. A low average score (2.5 or below) is often indicative of poor interpersonal relationships.

HOW TO BEGIN A P.E.E.R.S. PROGRAM

Implementation Planning Form

The facilitators of the peer counselor training program should be encouraged to complete the following form, as a planning tool, before starting the project. Discuss each topic with your colleagues. Use the space provided to respond to each of the following questions:

I. Have you informed your administration that you would like to begin the peer counseling program? If not, why not? ______________________

____

If you have, what was the response? ______________________

____

How committed is the administration to the project? ____________

____

Do they understand the concept, problems, and expectations relative to peer counseling? ______________________

____

____

II. Have you informed other school personnel about the program? ______

____

If the answer is yes, what was the response? ______________

____

Level of understanding of the peer counseling program. __________

____

How committed are other staff members to the project? __________

____

____

III. Briefly state the objectives of the P.E.E.R.S. program:

A.

B.

C.

D.

IV. Where will the peer counseling in your school occur?

V. How many students will be included in peer counselor training?

VI. How many sessions will be involved in the training of the peer counselors?

VII. Who are the people who "own" the peer counselor program? Name them:

A.

B.

C.

D.

E.

VIII. What provisions have been made for the supervision of peer counselor[illegible]

IX. What system of credit or rewards has been set up for the peer counselors in your school?

X. What are the criteria for the selection of the peer counselors?

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

F. ______________________________

G. ______________________________

H. ______________________________

I. ______________________________

J. ______________________________

XI. What other plans have you made for peer counselor training?

____

____

____

XII. How will you submit these plans to:

Teachers: ______________________________

____

Parents: ______________________________

____

Students: ______________________________

____

Others: ______________________________

____

XIII. List the forms that you have developed for the implementation of peer counseling:

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

F. ______________________________

XIV. What plans have you made for the evaluation of your peer counseling training program?

Evaluation of counselees?

XV. How do you perceive the P.E.E.R.S. program?

A. On the continuum below rate your level of commitment to the P.E.E.R.S. program.

1 2 3 4 5 6 7 8 9
Low Fair High

B. Rate the commitment, in general, of your fellow facilitators.

1 2 3 4 5 6 7 8 9
Low Fair High

C. Rate the chances of success of the P.E.E.R.S. program in your school.

1 2 3 4 5 6 7 8 9
Low Fair High

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P.E.E.R.S.: Providing Effective and Empathic Resources and Strategies

Suggested Teacher, Social Worker or Counselor Rating Form

NAME ______________________________ SEX __________ AGE __________

ADDRESS ______________________________

TELEPHONE ______________________________

PARENT ______________________________

ADVISORY ROOM NUMBER ____________________

TEACHER OR COUNSELOR OR SOCIAL WORKER ______________________________

COURSE ______________________________

Please rate the student regarding the following attributes on a scale of 1 - 5 (1 - low rating; 5 - high rating)

	1	2	3	4	5
1. Intelligence					
2. Ability to relate with peers					
3. Ability to relate with adults					
4. Motivation re: classroom work					
5. Motivation re: helping others					
6. Willingness to reach out					
7. Cooperation					
8. Academic status					
9. Classroom attendance					
10. Classroom behavior					
11. Leadership ability					
12. Initiative					
13. Emotional stability					

Additional comments: ______________________________

____

Suggested Letter to be sent to Teachers and Counselors

Date: ______________________________

Dear ___________________________:

The ____ is again attempting to implement a peer counseling training program. We are soliciting your help in selecting those students who would serve best in the role of peer counselors.

Peer counseling is one educational strategy in which students counsel, exchange ideas and facilitate growth and development of other students. The peer counselor is expected to develop skills in communication, listening, problem solving and conflict resolution in order to help him/herself and others.

The peer counseling training program will begin ______________________________. We would like to train ____________ students to serve as peer counselors.

All peer counselors will be expected to maintain the same academic standards expected of other students in the classroom.

Please help us by nominating two students who would be interested in serving as peer counselors and would meet the following criteria:

1. Average or above achievement levels. (Remember that the student must be able to keep up with regular classroom assignments.)
2. Willingness and motivation to help and work with others.
3. Ability to relate well with others.
4. Cooperativeness and initiative.

Thank you.

Suggested letter to be sent to Parents

Dear ______________________:

______________________ has been selected to join a group designed to train students in counseling their peers. The name of this program is P.E.E.R.S.: Providing Effective and Empathic Resources and Strategies. A letter is enclosed to explain the objectives of peer counseling.

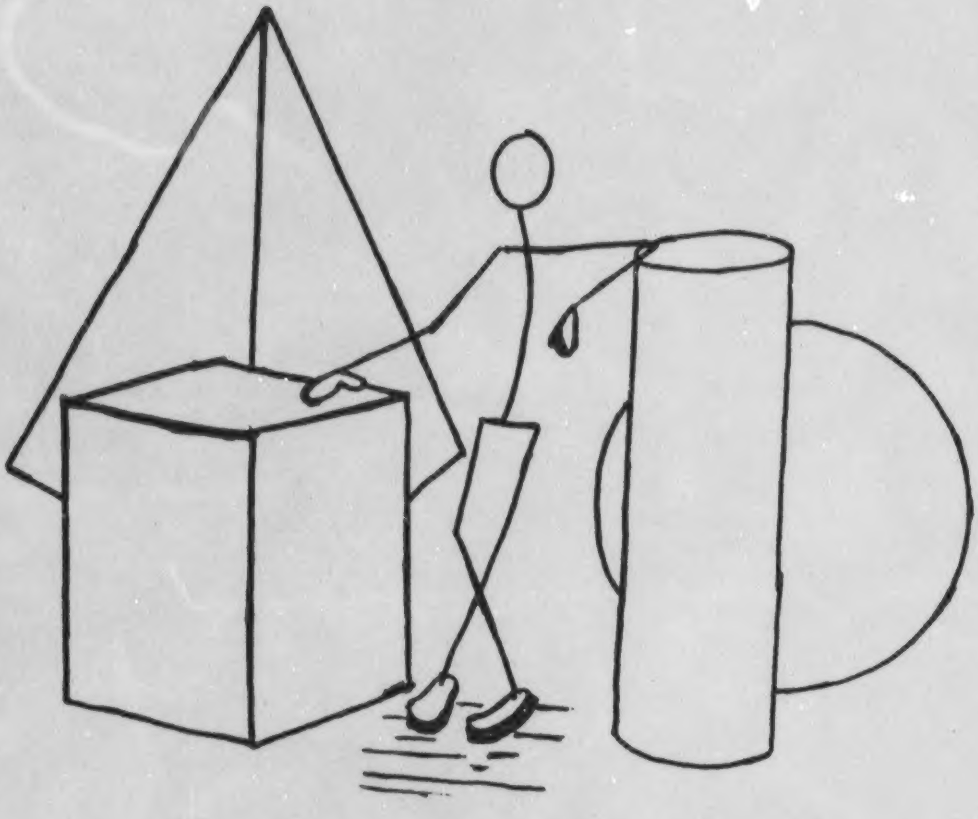
We need your signed approval so that your child may participate.

Sincerely,

____

______________________ ______________________
Parent Signature Date

THE COMPONENTS OF PEER COUNSELING TRAINING



CHAPTER 2

MILDRED R. BUCK

THE COMPONENTS OF PEER COUNSELOR TRAINING

Mildred R. Buck

P.E.E.R.S.: Providing Effective and Empathic Resources and Strategies is a structured peer counselor training program. A basic premise underlying this training program is that students must acquire certain sets of knowledges and skills if they are to effectively and empathically counsel their peers. This training should not and can not be haphazard, or occur by chance, if it is to be beneficial to the growth and development of young people.

Peers will and do counsel their peers! The impact of peers on peers is one of the most dynamic and impressive of interpersonal relationships. This process is inevitable and unavoidable and will and must continue. The concern relates to how this process will proceed: ineffective or effectively.

One of the purposes of this manual - P.E.E.R.S.: Providing Effective and Empathic Resources and Strategies - is to make it less likely that students will receive misinformation and distructive counsel.

This manual outlines a program of peer counseling which can be adapted to almost any educational setting: elementary and high schools, colleges and universities, hospitals, etc.

However, the P.E.E.R.S. program has been developed for the adolescent stage of development. Therefore, most of the activities presented are particularly useful for this age group.

As defined here, adolescent refers to that period in which young people are approaching maturity. During this growth phase students are seeking their identity and trying to find out "who they are." They are asking such questions as "Who am I?" "What am I all about?" "Why do I feel the way I do?" While such questions have been asked during previous periods of development and will continue to be asked in later phases of development, they appear to be a particularly strong focus at this time in the youth's life. Answering such questions becomes the all-encompassing task of youth.

The search leads into many avenues of experience: sexual, drug abuse, conflict, crime, and physical aggression. The answers and decisions reached may have either negative or positive results, or both, for the individuals.

One method for insuring the satisfactory results of many such experiences is through a planned program of instruction in effective communication, problem solving and decision making skills. Such a program is encompassed in P.E.E.R.S.: Providing Effective and Empathic Resources and Strategies.

This model entails a training laboratory which primarily uses group process. Group process is an educational strategy which involves interpersonal relationships as experienced in groups. The facilitation of skill development through group process was the educational strategy selected because most learning occurs in groups of one type or another; i.e., family groups, school groups, recreational groups, work groups, church groups. Research indicates (Brown, 1971; Kern, 1971; Vassos, 1971; Wolf, T.; Zunker, 1966) that if interpersonal relationships and levels of adjustment improve in one group setting, such improvement might be noted in other group settings as well. Insights and concepts developed in one situation tend to help the student become a more effective and understanding individual, not only in the group in which he presently finds himself, but in similar and divergent groups as well.

In group process a participant is encouraged to learn new behaviors which will help him to relate more effectively under changing circumstances. Thus, when peer counselor training is implemented through group dynamics, change in the student's attitudes, behaviors and values can be effected, which spills over into other relevant spheres of his/her life.

P.E.E.R.S. has been developed to extend over a minimum of sixteen weeks, of two sessions per week, or 32 sessions. Each session should last from forty minutes to one hour, depending upon the amount of time allocated for such purposes in the particular school in which the program is implemented.

P.E.E.R.S. is a structured program. Certain skills have been outlined, and the activities necessary for the development of these skills are presented in this manual. It is predicted that if the facilitators of the training program follow the outline essentially as presented, students will develop personal and interpersonal skills and attitudinal sets that will allow them to counsel others effectively and efficiently. Of course, it is to be expected that some changes, deviations, and innovations will be made to meet the needs of a particular group.

Such counseling skills should include: the language to use that will allow others to accept helpful feedback; values clarification; how to listen actively and reflectively to others; developing preventive strategies and techniques for problem solving and conflict resolution.

As outlined in Chapter One, the general objectives of the peer counselor training program, P.E.E.R.S.: Providing Effective and Empathic Resources and Strategies, are to:

1. Increase the individual's knowledge of him/herself and improve the level of self-esteem, self-confidence and positive thinking regarding him/herself.
2. Develop among students a sincere and more mature desire to help others.
3. Use the leadership and altruistic potential of students to become more effective in a "helping", service, counseling role.
4. Help students develop congruent, honest, and constructive relationships with others which will allow them to use the relationships for growth, change, and personal development.
5. Increase trust and openness in communication between and among teachers, students, counselors, and other persons who might be used as resource persons in solving problems and effective planning.
6. Increase the student's ability to solve problems, resolve conflicts, and make mature decisions concerning goals and future vocations, occupations and careers.
7. Develop more effective and constructive communication skills and interpersonal relationships.

The facilitators and/or peer counselors are encouraged to develop more specific goals and objectives for each component of the P.E.E.R.S. program. These specific goals should be determined after a review of the activities presented in the chapter in this manual regarding the particular area; and a review of similar activities from other resources. In addition, the special needs of the group with which the facilitators and peer counselors are working should be taken into consideration when the specific goals are developed. The specific goals should be those which the peer counselors and facilitators actually plan and are determined to reach. Therefore, they should be practical, pertinent, and clearly related to the objectives of the particular component.

The activities selected for the implementation of the goals of the component should be carefully selected. Care should be taken to insure the relevance, impact, and conciseness of each task as it relates to the component. Substitute activities should always be available in case the planned activities do not work out. In addition, the time available and the number of sessions planned for teaching the concept are important factors to consider when planning the training process.

The P.E.E.R.S. program includes eight components which focus on certain areas of skill development. They are:

COMPONENT I: Team Building: The Development of Cohesion, Self Awareness, and Awareness of Others
COMPONENT II: Values Clarification for Peer Counselors
COMPONENT III: Development of More Effective Communication Skills
COMPONENT IV: Development of Constructive Feedback Techniques
COMPONENT V: Assertiveness Training For Peer Counselors
COMPONENT VI: Development of Effective Problem Solving and Conflict Resolution Skills
COMPONENT VII: Development of Career Planning Skills
COMPONENT VIII: Development of Effective Tutoring Skills

A ninth component deals with the development of an outline of a viable program of counseling which students can use to counsel their peers. Activities are selected from all of the eight skill areas listed above. In addition, audio-visual aids, field trips, and other innovative activities are planned.

The vehicles used in the training programs for peer counselors and in the counseling sessions include, but are not limited to:

1. Small group discussions
2. Lecturettes
3. Role playing
4. Simulations
5. Audio-visual aids
6. Exercises and tasks
7. Readings
8. Field trips
9. Unique and innovative activities developed by participants.

Facilitators and peer counselors are constantly encouraged to rearrange or rewrite activities to meet the special needs of a particular group. Innovations, the development of new activities, and new twists on old activities are encouraged.

Brief summaries of each of the components of the peer counseling training program, P.E.E.R.S., and the suggested minimal number of sessions in which the students would be involved, are given below. The phases tend to overlap one another; i.e. skills and concepts introduced in one phase continue to be reviewed and practiced in later phases.

COMPONENT I: Team Building: The Development of Cohesion, Self Awareness, and Awareness of Others

In this phase of the peer counselor training, participants are facilitated in forming a more cohesive group in which members can learn to share their own feelings, better understand their own behaviors and develop empathy for one another. The students acquire a deeper understanding of the manner in which they affect and relate to other people, and the manner in which other people affect and relate to them. Insights and concepts which emerge in the group setting tend to help the individual develop empathy, acceptance and genuine liking for others.

This phase of peer counselor training might be considered to be a sensitization period which should enable the peer counselors to accept and understand others as they are accepted and understood. Thus, as a result of such acceptance and understanding, the group is more likely to develop an atmosphere of trust and safety in which more meaningful interpersonal relationships can occur. The enhancement of congruent, honest, and constructive interpersonal relationships allows each person involved to use the relationship for growth, change, and personal development.

Some of the activities which could be used during this phase to facilitate the development of group cohesion, understanding of self and others, and team building include: (See Chapter III for additional information)

1. Explanation of purposes of peer counselor training
2. Get-acquainted exercises
3. Trust development exercises
4. Some aids in discovering identity.
5. Getting to know others better

6. Metaphors
7. Self portraits
8. Warm-up exercises
9. Interpretation of poetry, music, and dance
10. Descriptive adjectives
11. The fuzzy tale
12. Personal interviewing
13. Strengths bombardment

Suggested Time Involvement: 4 Sessions

COMPONENT II: Values Clarification for Peer Counselors

Values clarification is a process through which an individual is facilitated in discovering and understanding the values which s/he possesses regarding various facets of his/her life. During this process a value is defined as something that is freely chosen from alternatives, after the consequences of each alternative have been considered. If that "something" is considered to be a value by the individual, it will be held in high esteem and acted upon repeatedly.

Choices which have a major influence on an individual's personality and life goals are reviewed and clarified during this component of the peer counselor training program. Sets of values which have been assimilated and internalized from the home environment and culture are also discussed, evaluated, and clarified by the students.

During this component the major ways in which one continues to develop and choose and change values are discussed. How values fit into and become an integral part of one's identity and personality are explored.

Some of the activities which might be included in this component are: (See Chapter IV for additional information.)

1. Definition of values
2. Differentiation between values and attitudes
3. How values develop
4. Determining priorities
5. Who should survive
6. Selections for kidney transplant
7. Role playing of different situations which involve values
8. Selection of favorities:
    - Food
    - Clothing
    - Religion
    - Cars
9. Prioritizing choices in various subject areas and interest groupings
10. Selection of occupations
11. Development of hierarchies
12. Choosing, valuing, acting

Suggested Time Involvement: 4 Sessions

COMPONENT III: Development of More Effective Communication Skills

During this phase of peer counselor training the students are facilitated in understanding the complex phenomema and the difficulties involved in the communication process. Verbal and non-verbal communication processes are explored and discussed. Some of the skills involved in effective communication, such as a active and reflective listening, use of body language, sending congruent messages, understanding the responsibilities of the sender and of the receiver of communication in interpersonal relationships, are presented, analyzed and practiced during this phase of the peer counseling training program.

Some of the activities used for the development of effective communication skills include the following: (See Chapter V for additional information.)

1. Modes of communication
2. Non-verbal communication
3. Listening triads
4. Reflective listening
5. Active listening
6. One-way and two-way communication

Suggested Time Involvement: 4 Sessions

COMPONENT IV: Development of Constructive Feedback Techniques

During this phase students will learn effective procedures for giving and receiving feedback. Feedback is defined as communication which provides information to an individual about how s/he has affected others, and how s/he stands with others in relation to his/her goals, intentions and behaviors. The necessity for a high level of mutual trust and confidence to exist within a situation in which feedback is given and received is explained and explored. Effective procedures for giving and receiving constructive feedback are presented to the peer counselors, and time is taken to practice each procedure.

Some activities which might be used during this phase include: (See Chapter VI for additional information.)

1. Developing criteria for giving constructive feedback
2. Understanding helpful and non-helpful relationships
3. Confrontation activities
4. Evaluating feedback received
5. The focus game
6. How do you relate with others
7. Use of puzzles, consensus development, team work activities

Suggested Time Involvement: 4 Sessions

COMPONENT V: Assertiveness Training For Peer Counselors

This component of the peer counseling training program continues the training in developing effective communication skills. However, the focus is on developing one facet of effective communication, that of assertiveness. Assertiveness is defined as a direct, honest manner of stating your needs, of standing up for your legitimate rights without violating the rights of others. The intent of assertiveness training with peer counselors is to teach students to express their desires and to attempt to get their needs met, through the use of constructive communication skills. Students also learn to differentiate between assertive, non-assertive and aggressive behaviors. Time is spent in role playing each type of behavior in order to give the participants an opportunity to practice assertiveness.

Some activities which might be implemented during this component of the peer counselor training program include: (See Chapter VII for additional information.)

1. Role playing
2. Development of simulated situations
3. Review of communication skills
4. Film presentations with follow-up activities and discussions

Suggested Time Involvement: 4 Sessions

COMPONENT VI: Development of Effective Problem Solving and Conflict Resolution Skills

During this component of the peer counselor training process the students are taught to implement each phase of the following problem solving and conflict resolution model:

1. Diagnosing the conflictual situation
2. Effectiveness in initiating the confrontation
3. Use of effective communication skills
4. Efficient problem-solving process:
    a. Clarifying the problem
    b. Brainstorming
    c. Consensus development
    d. Implementation of the selected solution to the problem

e. Evaluation of the selected solution to the problem

f. If necessary, re-assessment and re-institution of the entire problem-solving process

Appropriate activites are selected in order to insure the understanding and ability to implement the entire process. (See Chapter VIII for additional information.)

Suggested Time Involvement: 4 Sessions

COMPONENT VII: Development of Career Planning Skills

During this component students are taught to explore careers and to develop skills in dispensing information regarding occupations and vocations to other students. Students are made aware of the many options and alternatives related to various vocations, occupations and careers.

Some activities which can be used during this component include: (See Chapter IX for additional information.)

1. Self awareness exercises
2. Use of career information forms
3. Use of career information index card
4. Use of career wheel and career games
5. Readings regarding various careers
6. Use of audio-visual aids
7. Field trips
8. Occupational/work interest exercises
9. Work values
10. Employment resources

Suggested Time Involvement: 3 Sessions

COMPONENT VIII: Development of Effective Tutoring Skills

During this component of the peer counselor training program students are taught to tutor other students effectively. Peer tutoring, i.e., one student accepting the responsibility for the instruction of the other student, is a constructive use of peers as resources for the growth and development of other students. Peer counselors are taught to try innovative and experimental techniques in an effort to help another student become more proficient in academic subjects.

The student is taught to implement the following steps in the peer tutoring process:

1. The peer counselor establishes rapport and sets the other student at ease in order to begin to engage in the instructional process.
2. The peer counselor interviews the student seeking help, and determines in which academic areas s/he suffers a deficit.
3. The peer counselor evaluates the student in order to establish the correct point at which to begin the tutoring process.
4. The peer tutor rewards the student when s/he has correctly completed the learning process presented with the use of praise.
5. The peer tutor works in small steps and begins at a point at which the student can have success experiences.
6. When the student's response is incorrect, the peer

tutor explains the correct response.

7. If the response is incorrect, the tutor re-assesses the process, and re-teaches the correct process.
8. The peer tutor again solicits the correct response.
9. The peer tutor experiments with the use of different processes or methods of teaching if the student has not learned the correct response using the traditional methodology.
10. The peer tutor prompts the student when necessary in a manner which will not make the student defensive.
11. The peer tutor avoids negative verbal and non-verbal behaviors when teaching another student.
12. The peer tutor terminates a teaching session so that the student will feel that he has had a positive experience.
13. The peer tutor develops an appropriate reward system for his student.

(See Chapter X for additional information.)

Suggested Time Involvement: 3 Sessions

It is never assumed in this training program that students have perfected their skills or that they have learned enough. Rather the P.E.E.R.S. program suggests that even after the 16-week, 32-session training program has been completed, the education of the peer counselors continues. By the end of the 16-week training program, students have formed peer counselor teams of from 2-4 students for the purpose of counseling their peers. The facilitators of the peer counselor training program (i.e. professional counselors, psychologists, social workers, etc.) remain with the peer counselors after they are assigned counselees in order to help and counsel them if they meet a problem with which they do not know how to cope. In addition, the facilitators will set aside at least one session per week to continue the instruction of the peer counselors in effective counseling techniques.

As long as the students function as peer counselors, their education will continue. For example, some students will begin the basic peer counselor training program during their sophomore year and others during their junior or even senior year. One or two sessions per week will be planned for continued work with these peer counselors as long as they serve counselees. During these sessions such educational activities as the following might be instituted:

1. Review and practice of effective communication skills
2. Review and practice of problem solving skills
3. Review and practice of conflict resolution skills
4. Visits to other peer counselor training programs
5. Sharing of experiences with other peer counselors
6. Experimenting with new activities which facilitators and peer counselors have researched for use in the peer counselor training sessions
7. Planning research regarding the effectiveness of the various components of the peer counselor training program.
8. Planning and implementing the evaluation of the peer counselor training program.

During the last two sessions of the P.E.E.R.S. counselor training program, students and facilitators work together planning the sessions in which the peer counselors will work with the students assigned to them for counseling.

The peer counselors will plan learning activities for most of the skill areas included in the eight components of the P.E.E.R.S. program. Activities are carefully selected to meet the needs of the participants.

A worksheet such as that found on the next page could be used for developing the training program and counseling sessions for the counselees. With careful planning and much scrutiny, skills in effective communication, decision making, problem solving and career planning can be transmitted by the peer counselors to other students. Time can also be planned for the peer counselors to tutor those persons who need help with their academic difficulties.

Each chapter should be carefully reviewed before beginning the procedure. Care should be taken to determine the goals to be reached relative to each of the activities selected before proceeding with the process. The professional facilitators should be available to aid the peer counselors in planning each facet of the counseling sessions.

WORKSHEET

PLANNING COUNSELOR TRAINING SESSIONS

Review each of the chapters in this manual concerning each of the components of peer counselor training. Fill in the outline below with the objectives and activities for each of the components of the P.E.E.R.S. program.

COMPONENT I: Team Building: The Development of Cohesion, Self-Awareness, Awareness of Others

OBJECTIVES:

1.
2.
3.

ACTIVITIES:

1.
2.
3.
4.
5.

COMPONENT II: Values Clarification for Peer Counselors

OBJECTIVES:

1.
2.
3.

ACTIVITIES:

1.
2.
3.

COMPONENT II - ACTIVITIES (Continued)

4.

5.

COMPONENT III: Development of More Effective Communication Skills

OBJECTIVES:

1.

2.

3.

ACTIVITIES:

1.

2.

3.

4.

5.

COMPONENT IV: Development of Constructive Feedback Techniques

OBJECTIVES:

1.

2.

3.

ACTIVITIES:

1.

2.

3.

4.

5.

COMPONENT V: **Assertiveness Training For Peer Counselors**

OBJECTIVES:

1.

2.

3.

ACTIVITIES:

1.

2.

3.

4.

5.

COMPONENT VI: **Development of Effective Problem Solving and Conflict Resolution Skills**

OBJECTIVES:

1.

2.

3.

ACTIVITIES:

1.

2.

3.

4.

5.

COMPONENT VII: Development of Career Planning Skills

OBJECTIVES:

1.
2.
3.

ACTIVITIES:

1.
2.
3.
4.
5.

COMPONENT VIII: Development of Effective Tutoring Skills

OBJECTIVES:

1.
2.
3.

ACTIVITIES:

1.
2.
3.
4.
5.

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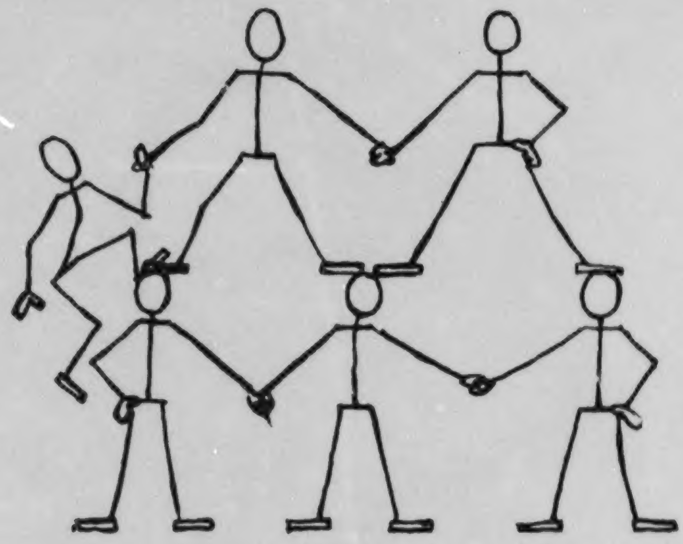
TEAM BUILDING: THE DEVELOPMENT OF COHESION, SELF AWARENESS, AND AWARENESS OF OTHERS



CHAPTER 3

LLOYD WHITE & RODNEY ROBINSON

TEAM BUILDING: THE DEVELOPMENT OF COHESION, SELF AWARENESS, AND AWARENESS OF OTHERS

Lloyd White and Rodney Robinson

In a number of situations it is easier for an individual to accomplish a goal by working in a group setting than by working individually. Group counseling is a strategy that taps the problem solving potential that the group possesses. In working in a group setting it is important that a team spirit is developed among the participants. At a certain time during development peer influences become dominant over family and outside authority figures. This phenomenon usually occurs during adolescence.

There are certain aspects of peer counselor training which are critical in the development of a productive team. These aspects of peer counseling are:

1. Trust
2. Group cohesiveness
3. Self esteem
4. Self awareness and awareness of others

It is crucial that the peer counseling team function as a unit. The better the group functions together the more they will get from the experience of their training. The goal of this training is to place peer counselors into small groups after their training so that they may counsel their peers who are experiencing various difficult situations. (It will be to the advantage of the peer counseling team that has already begun to operate cohesively as a unit because this cohesiveness will support the dynamics of any group operation initiated by any peer counselor.) The success of the peer counseling team is sometimes determined by the ability of each member to build upon responses and comments made by another counselor. So, again it is extremely important to know the various aspects of peer counseling which must exist before a feeling of unity can be developed by the team.

Trust, group cohesiveness, self esteem, self awareness and awareness of others are all interrelated. Each makes it possible for the other to develop. Trust is the underlying premise of group cohesiveness. It would be difficult for the group to develop and operate as a tight, closely knit unit without trust among its members. It is very important to remember, however, that trust, like many other emotional plateaus, usually has to be developed on a gradual scale in order for it to be consistent. Once a measure of trust has developed the group will then exhibit signs of cohesiveness. These indications will sometimes be exhibited by problem solving without the assistance of the professional group facilitators or through the development of projects by the peer counselors.

Cohesiveness once having been developed works as a tool for the group to use in times of stress. This stress might come about during problem solving or when the group is facing a very difficult task. In a step-wise fashion the next aspect of team building is enhanced by the development of the first two.

Self esteem is enhanced by the development of trust and group cohesiveness because the individual draws his/her strength from the group. It occurs regularly in group dynamics, i.e., one individual is inspired or encouraged to perform a task that s/he has the ability to do yet has never taken the initiative to do on his/her own. Self esteem is gradually developed when members of the group positively reinforce each other. Self esteem is the individual's outlook concerning him/herself and how s/he feels within him/herself. The more an individual is reinforced for his/her honest opinion and natural behavior and the more different individuals in the group reinforce such behavior the more self esteem will be fostered within the peer counseling group.

The development of self awareness is very important. Self awareness is the way an individual looks at him/herself in relationship to others. If self esteem has grown during the course of peer counselor training, then there is no doubt that self awareness has also. Self awareness and awareness of others go hand in hand. Becoming more aware of his/her own feelings and actions gives one the insight to respect the actions of others more; thus, awareness of others is enhanced. Awareness of others is one of the underlying principles of trust. This is a cyclical process and all of the components are necessary for the development of a productive peer counseling team. Again they are: Trust, Group Cohesiveness, Self Esteem, Self Awareness and Awareness of Others. Four sessions should be devoted to this component of peer counselor training, concerning team building. Some exercises focusing on each facet of team building should be included in each of the four sessions.

1. THE DEVELOPMENT OF TRUST WITHIN THE PEER COUNSELOR TEAM:

   Trust refers to one group member's faith, confidence or reliance upon another member of the group. It is very important to remember that trust is developed more readily when the exercise takes into consideration that trust is an emotion that is usually developed gradually and all exercises should be developed on a gradual scale.

   Since trust is an emotion that is built gradually it will be difficult to plan a certain amount of sessions specifically for trust building.

Trust will develop at a different rate within different groups. In addition, each individual will manifest a different level of trust at different times dependent upon the situation and the interpersonal relationships involved. In developing exercises to introduce and increase a measure of trust into the group it is suggested that the use of touching, eye contact and movement be included to make the experience more beneficial to group members. The following are exercises which can be used to develop trust.

TRUST EXERCISES

A. Getting To Know You

1. Imagine you are at a cocktail party. Go about the room and in a superficial way introduce yourself. Try to meet as many different people as possible. Time allocated 2 minutes.
2. Move about the room. Look each person in the eye. Shake left hands; with someone else, shake right hands. Don't talk. Take turns shaking elbows, shoulders, ear lobes, noses, etc. as you move around the room.
3. Slowly move about the room and try to get to know a few persons non-verbally. When you have done this for 2 minutes, find a partner and sit down and talk about what you discovered.
4. Now introduce your partner to the group by saying the person's name and something you discovered about that person during your conversation.

B. Ball Toss

1. Form a circle so that everyone's face can be seen.
2. Participants take turns tossing a large ball from one person to another.

3. Before throwing to a person, the "thrower" calls the name of the "catcher."
4. If the "thrower" does not know the "cather's" name, he asks him to state it first.
5. The exercise continues until everyone knows everyone else's name.

C. Self-Disclosure Triads

1. Supply your entire group with 3 X 5 cards and pencils.
2. Break the large group into triads (groups of 3).
3. Instruct each member to write down 5 to 7 things either about himself or about what he likes to do.
4. Have each triad member present and discuss his list with his own triad (allow 6-10 minutes for triads to learn about one another).
5. Have triads reform into the large group.
6. In the context of the large group, have triad members introduce one another (triad member "A" introduces "B," "B" introduces "C," "C" introduces "A").

D. First Impressions

1. Form groups of about 6.
2. Instruct everyone to form an impression of each person in his/her group. As each person forms impressions of others, have participants ask themselves, "Is the person I'm considering a helping person? Is he/she a good person? Can I work with him/her?" Look at each person's face, at the eyes of the person you are checking out. Try to hold your impression in your mind.
3. As soon as an impression of an individual is developed, participants should raise hands and wait for others to complete the task.

4. Explain to the group that impressions are formed very quickly based on how a person looks, what s/he is wearing, how s/he moves, and other subtle clues.
5. Share with the group what it was like. Share only what you want to share.

E. Dyads (Pairs)

1. Pair off with someone you don't know.
2. Tell each other how you think the people outside your circle of close friends and relatives see you.
3. Tell each other how you feel about this interaction in
    a. One sentence
    b. One phrase
    c. One word

F. Discussion

Many young people say that TRUST is the most important ingredient in a relationship and especially in a friendship. How do you feel about this statement? For discussion, use the following poem.

TRUST IS

Trust is keeping your word.
Trust is the willingness to communicate.
Trust is being there.
Trust is consistency.
Trust is saying, "I understand, I believe in you.
"Touch me, I care."
Trust is not needing to explain.
Trust is a responsibility.
Trust is a complement.
Trust is an open feeling, being open.

Trust is a willingness to be vulnerable.

Trust is a reciprocal thing.

Trust is knowing one another.

Trust is not taking advantage.

Trust is different things to different people.

Above all,

Trust is risky.

Anonymous

Other recommended procedures for developing trust include the following:

G. Trust Fall

Partners stand, one with his/her back turned. With his/her arms extended sideways, s/he falls backwards and is caught by his/her partner. Reverse roles and repeat.

H. Trust Walk

Outside, one partner closes his/her eyes and is led by the other in a vigorous run. Reverse roles and repeat.

I. Tug-Of-War

Partners imagine a line between them on the floor and have a tug-of-war with an imaginary rope. One partner is to be pulled across the line.

J. Mirroring

Partners stand facing each other. One becomes the mirror image of the other's bodily movements. With hands in front, palms toward partner, they move expressively. Then reverse roles and repeat.

K. Circle Pass

Group participants stand in a tight circle. A volunteer or participant who wants to develop additional trust in the group is rolled around inside the circle. S/he may be thrown from side to side.

* Caution To The Facilitator: The maturity of individuals in the group should be taken into consideration before any of these exercises takes place. It should also be safe for all individuals to participate in the exercise. Any persons unable to perform in the exercise because of physical or other limitations should be excluded.

L. Machine

One at a time each participant stands up and imitates a part of a machine, using his/her body for active parts and his/her voice for machine-like sounds. After one person is up, the next goes up. The facilitator can ask the machine to quicken or slow down. Discussion should follow.

M. Eye-Contact Chain

Participants form two lines, facing each other about a yard apart. They hold hands, and the persons at the two ends hold hands. This forms a chain similar to a bicycle chain. Without talking, look the person opposite you in the eyes. When the group feels like it, everyone takes one step to the right. Look the next person in the eyes. Take another step to the right. Continue until you return to your original position. Discussion should follow.

N. Personal Interview

Dyad members interview each other. A rule of thumb should be that any questions one person asks, s/he should be willing to answer him/herself. Each person has the right to decline to answer any question with which s/he feels uncomfortable.

It is important to remember that time should be allocated for the processing of each of the above activities. Do not plan more activities during each session than the participants will have an opportunity to discuss.

2. THE DEVELOPMENT OF GROUP COHESIVENESS:

Cohesiveness is the aspect of peer counselor training which enables the group to work together as a unit or team. Group members will support each other and motivate the group towards a goal without input from facilitators if the group has developed in a cohesive manner. Cohesiveness may be thought of as support. As each member gives support or positive feedback to other members, the group becomes stronger.

When members of the group can respond productively and positively to constructive criticism (without defending themselves and making excuses) it will be evident that the individuals have grown, thus making the group more cohesive. Constructive criticism should not be confused with negative criticism, which is not beneficial to the development of group cohesiveness. Negative criticism is an outright attack on an individual with no attempt to help the group member. This type of vilification should be discouraged.

Some types of conflict within the group are helpful in creating a sense of cohesiveness. After a peer counseling group of eight or ten persons has been designated it is very helpful to split the main group into subgroups and allow them to compete in various exercises. This type of situation brings about greater cohesiveness between members of the subgroup by virtue of the fact that they are representing a common cause.

When the main group comes back together the members of the now nonexistent subgroup still have a feeling of allegiance towards those persons who were in the subgroup. Exercises developing group cohesiveness should also be geared toward allowing the members to find out how much they have in common and encouraging them to pull together. Here are some exercises which can be used to develop and enhance cohesiveness within the peer counseling group.

A. Puzzles

Materials: Five sheets of 8½ x 11 cardboard. As many envelopes as needed to divide the group up into subgroups.

Directions: Each puzzle should be drawn on cardboard and then cut out. On the back of each piece there should be a code to indicate to the facilitator which envelope each piece should go in. The Peer Counseling Group should be broken up into smaller subgroups. Each subgroup is then given 2 to 3 puzzles. The subgroup is to then attempt to put each puzzle together without any verbal communication within the group. No group member may ask for a puzzle piece. He or she may only receive a puzzle piece which is offered. The first group to complete all of their puzzles is the winner. Allow each group to finish the task even if they do not win if time permits.

B. Label Me

Materials: 5 x 7 index cards, scotch tape, enough pencils for all participants.

Directions: An index card should be taped on the back of each group member. Each member should write a one-word description on the back of every other member in the group. This one word should describe the person whose back it is on. At the end of the writing period every group member should have the same number of words on his/her back as there are persons in the group. Each individual then takes off the card, reads each descriptive word and expresses how s/he feels about the word. Then, s/he discusses the entire list and tells if it is descriptive of him/her or not.

C. Relating With Others

Directions:

1. Divide peer counseling groups into two equal groups. Call one group A and the other B. Group A discusses for 15 minutes their ideas of helpful and unhelpful relating. As they talk they are to "act out" their points of view to the best of their ability.
2. Members in group B are to choose a partner in group A to observe as the discussion continues and note specific instances of helpful and unhelpful relating by marking down what they observe on a tablet.
3. After the 15 minute discussion period, the group should reverse roles...Group A observes group B, keeps the same partners for 15 minutes, and marks down observations on a tablet.
4. After both groups have been observed, the partners from A and B are to get together and discuss specific instances of helpful and unhelpful relating as suggested by their notes.

Discussion Questions

Does the way others perceive you mean that is the way you really are? What effects do people who constantly justify their behavior have on others?

D. Tinker Toy Game

Directions: Divide the entire group into subgroups of 3-5 persons. Give each small group a set of tinker toys. Give each group the task of constructing a machine that has various moving parts, using as many tinker toys as possible. Some group members should be given the task of being observers for the purpose of giving feedback to the participants. Two or three persons should be given the job of raters to rate the machines which have been constructed. Prizes should be given for the best machine and for the one using the most tinker toys.

E. Left Out

Objectives: To allow individuals to feel the cohesiveness of a group of which they are not a member. To introduce the concept of cohesiveness non-verbally.

Directions: Ask one member of the group to leave the room while you give these directions to the other group members. The outside individual will be told to walk around in the center of a circle made by the remaining group members. As s/he passes each person raises his/her arms to shoulder height, fully outstretched with the palms up to block the individual in the middle of the circle. When the center person completes his/her walk around the circle s/he should be standing in a small spot, unable to see anything but palms of hands, unable to get closer than arms' distance to any group member. This exercise can be repeated with the same or a different volunteer with group members turning their backs or closing their eyes as the volunteer passes. If repeated, the facilitator should brief the group for the second behavior pattern without the volunteer present.

Question for the Group: Did any member of the circle block the individual because he felt that as a member of the in group he was expected to do so? The level of cohesiveness of the members of the group will insure the group's ability to function as a group. Ask individual members to tell what they thought and felt about the exercise.

F. "Breaking In"

Objectives: To reinforce the fact that cohesiveness can be expressed non-verbally. To allow people to feel cohesiveness of a group of which they are not a member. To show that cohesiveness can act as a negative force in a group.

Setting up situation: Nine or ten participants are needed. Instruct the participants that the exercise may be strenuous. If, for some physical reason, they feel they should not be involved, they should feel free to decline. Designate one person to stay out of the circle. Brief all the participants together in the presence of the observing group.

Instruction to individual: "You are to get into that circle using any means you can think of".

NOTE TO TRAINER: Prepare the space for this exercise in advance. Move all objects that could endanger the group, e.g., tables, chairs, equipment. (Students wearing "spiked" heeled shoes should be asked to remove them if possible). Group will need plenty of free space, particularly if members are high school or college age. Trainer should play the role of "referee" in keeping things out of the way, seeing that no one is being hurt, restraining the individual from using tactics unacceptable to the particular group's standards and norms. A discussion of what went on in this exercise should follow.

3. ENHANCING SELF ESTEEM WITHIN THE PEER COUNSELING GROUP:

Self esteem is one of the most important factors in successful interpersonal relationships, whether it be in group interaction or just interaction between two individuals. Self esteem is a person's own worth or value. If an individual or member of a group does not understand his/

her own self worth it is unlikely that that person will be beneficial to an activity. People must feel that they have self worth before they can accept constructive criticism and grow.

One of the main focuses of peer counselor training is the development, cultivation, or expanding of the students' self esteem. The better individuals feel about themselves the more willing they are to participate in exercises which call for opening up and allowing themselves to become vulnerable to the group, which lead to growth. There will undoubtedly be varying levels of self esteem among the members.

The goal of the self esteem exercises is to allow every member of the group to see that s/he has self worth and is able to contribute valuable input to the group. The development of self esteem enables the group to draw energy from members who, without going through various exercises, would never volunteer their services to carry out group activities. It is extremely important for peer counselors to feel good about themselves because after training they will encounter many personalities which are depressed and/or insist on vilification of others because of their particular state of being. Self esteem exercises should be geared toward building pride or a sense of worth and acceptance.

Self Esteem Exercises

A. Pat Yourself on the Back

Directions: Ask each peer counselor to find a partner that s/he would like to work with. One person is to be designated as "A" and the other person "B". The "A's" are to spend several minutes bragging about some aspect of their lives - an achievement, a skill they possess, etc. The "B's" are to sit directly opposite from the "A's" and imitate every aspect of "A's" posture, body movements, and facial gestures - as they brag. The imitation by the "B's" will allow the "A's" to see how they are seen by others as they brag. After several minutes of the "A's" bragging on themselves, ask the "B's" to give them feedback about how they felt about the "A's" bragging. After a feedback discussion allow the students to switch positions and repeat the entire process.

B. Proud Me

Directions: Ask students to make a statement concerning an accomplishment or a significant event in their lives that they are proud of. The sentence should start: "I am proud that I". Students may always pass if they do not desire to participate. Here are some suggested areas that students may want to comment on:

1. An accomplishment in school
2. Things that you have done for parents
3. Something that you have worked hard to get
4. Something that you have shared
5. What you are proudest of in your life
6. Something you have done in regards to racism

C. Strength Bombardment

Directions: The group forms a circle. One member volunteers to go into the center of the circle and stand. Then each member of the circle takes a turn walking up to face the person in the center, look him/her in the eye and make a positive statement to the person, i.e., "I like you because....;" "I think that you do .... well;" "You are a very good ....;" I admire the way ....;" You make me feel good because ....." Group members are asked to volunteer to go into the center of the circle. No one is forced into the center. After everyone who desired has been in the center of the circle, group members should be asked to share their feelings.

D. Future Predictions

Directions: Have each student take a turn and face each member of the group and tell what they feel is in store for that person in the next five years. Inform students that the only type of comments that should be made are positive ones. If the group member who is "predicting futures" comes to an individual and cannot predict anything s/he may pass on that person.

Predictions should be honest and based on qualities which have been observed or reported by other individuals in the group.

Here are some possible areas of predictions for the future:

1. Occupation
2. Marriage
3. Business opportunities
4. Health
5. Education

4. SELF AWARENESS AND AWARENESS OF OTHERS:

A high level of self awareness is another characteristic which peer counselors attempt to reach during training. The facilitator must be flexible enough to change the format, because it is very possible for a specific group to reach different levels without the benefit of a certain set of exercises.

Self awareness is knowing and understanding oneself. This occurs when an individual is concerned about his or her relationship with other individuals or groups. This concern for one's relationship to a group is the basis of awareness of others. When the peer counselors become more aware of their own feelings, the feelings and actions of other individuals may become clearer. Once the group develops self awareness, a certain sensitivity usually develops for each individual. This sensitivity is especially important in assisting peer counselors through problems such as conflict resolution. Self awareness exercises and exercises to allow the peer counselors to become aware of others should be geared toward allowing the group members to explore their own feelings and thoughts. Exercises should allow the group members to explore their innermost thoughts and discuss these private feelings that are not usually brought out. Group members should be encouraged to become more open, congruent and honest. The following exercises may be employed within the group setting to develop a high level of self awareness and awareness of others.

Self Awareness Exercises

A. Getting To Know You

People tend to know others only as others let them. An individual is more than simply a name. It is those feelings which are usually withheld that really allow others to really get to know us.

Directions: Ask each member of the group to complete the worksheet which follows. Then a member in the group volunteers to be the focus and reads his/her list. The other members of the group are to ask questions about the list which will allow them to get to know the reader better. When the questioning stops, another member volunteers and reads his/her list. This process is continued until all members have read their lists.

WORK SHEET

Complete the following sentence stems. When finished you will have a list of things others do which make you feel good and bad about yourself.

1. I feel good about myself when people:

   Example: Trust me ______________________________

   ____

2. I feel bad about myself when people:

   Example: Laugh at me ______________________________

   ____

3. I like best: ______________________________
4. I hate most: ______________________________
5. I get angry when: ______________________________
6. I am happy when: ______________________________

B. Self Assessment

There is often a great deal of difference between what we believe about ourselves and what we project to others. We become more effective persons when we project what we really feel about ourselves.

Directions:

Complete the following sentence stems. Pair off with another group member. Exchange completed worksheets. Take turns reacting to the statements which you feel are inconsistent with your partner's behavior. Explain why you feel that certain statements were inconsistent with the behavior of your partner. Choose new partners and continue the process until all participants have had several different partners.

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Sentence Stems

Complete the following sentence stems to read as a sentence:

1. I work the closest with
2. In a group I am
3. If someone asked me to organize a new group
4. When other people are upset and hurt in a meeting I
5. With my teacher
6. I get angry when
7. People who agree with me make me feel
8. When people depend upon me I
9. Strong independent people
10. People who expect a lot from me

C. "Is It Really Us"

Directions:

Introduce this exercise with a brief discussion of what it means to really know another person. Does knowing a person's name, occupation and family background mean that you know that person? Break the total group into two groups. Each group member is to state one word which tells the other members who he/she is. Go around the group several times until it becomes too difficult to think of responses quickly. Discuss the experience. Describe to the group what your name means to you. Where did you get it? Would you want to change it? If you had to change your name and be someone else who would you choose to be? The figure can be from history, the present, or a character from a movie, play or novel. Discuss the experience.

Each participant is to give a one-minute soliloquy about him/herself, including what s/he does best and what s/he does least well.

Discussion Questions

1. What did members do or say that let you know them better?
2. How open were you with each other?
3. List things in the group which helped you to be open.
4. Which things tended to reduce your openness? Why?

D. Like Me - Unlike Me

Directions:

The following list of adjectives can be used to help peer counselors explore their actions and reactions in varying circumstances and become more aware and understanding of themselves. Students are asked to read through the list of adjectives and circle five words which are most descriptive of themselves. In addition, students are asked to put an X by the five adjectives that are least descriptive of themselves. They should work as fast as possible. Groups of 4 or 5 students should be formed for the purpose of discussing why the adjectives were selected as most or least descriptive of themselves.

able
accepting
adaptable
aggressive
ambitious
annoying
belligerent
bitter
bold
brave
careless
cheerful
clever
confident
critical
cynical
demanding
dependable
determined
dignified
disciplined
docile
efficient
energetic
extroverted
fearful
foolish
free
friendly
giving
greedy
guilty
happy
helpful
hostile
imaginative
immediate
inconsiderate
independent
innovative
insensitive
intelligent
introverted
irresponsible
jealous
kind
knowledgeable
lazy
lewd
lively
loving
malicious
manipulative
materialistic
mature
modest
negative
nervous
noisy
normal
observant
organized
overconfident
overconforming
overemotional
passive
patient
perceptive
perfectionist
playful
pleasant
powerful
principled
proud
quarrelsome
questioning
quiet
rational
realistic
reasonable
rebellious
regretful
rejecting
relaxed
reliable
religious
resentful
reserved
respectful
responsible
sarcastic
self accepting
selfish
sensitive
serious
skillful
spontaneous
strong
stubborn
thoughtful
tough
trustworthy
uncontrolled
warm
willful

A variation of this activity would be to ask students to draw two pictures of themselves and label with adjectives selected from the list describing themselves as most likable and least likable.

For example:

E. First Impression

Directions:

Introduce this exercise with a discussion of the importance of first impressions. First impressions are important in determining with whom we will communicate and to what extent. We cannot possibly get to know intimately each person with whom we come in contact because of a lack of time. Therefore, the first impression is a very important part of being selected by another individual for further communication.

Each member offers his/her first impressions to others in the group. Those receiving make no comment. When the first impressions have been given, each member is to answer, "How accurate were others' impressions of you in terms of the way you see yourself?"

PEER COUNSELOR TRAINING SESSION PLANNING FORM

At least eight sessions should be devoted to activities which help students develop skills in team building. Review this chapter carefully. Plan eight sessions on the following forms.

THE DEVELOPMENT OF COHESION, SELF AWARENESS AND AWARENESS OF OTHERS

1st Session Date: ______________________

Topic: ______________________ Time Involvement: __________

Activities:

2nd Session Date: ______________________

Topic: ______________________ Time Involvement: __________

Activities:

3rd Session Date: ______________________

Topic: ______________________ Time Involvement: __________

Activities:

4th Session Date: ______________________

Topic: ______________________ Time Involvement: __________

Activities:

5th Session Date: ______________________

Topic: ______________________ Time Involvement: __________

Activities:

6th Session Date: ____________________

Topic: ______________________________ Time Involvement: __________

Activities:

7th Session Date: ____________________

Topic: ______________________________ Time Involvement: __________

Activities:

8th Session Date: ____________________

Topic: ______________________________ Time Involvement: __________

Activities:

SUGGESTED READING LIST

1. 100 WAYS TO ENHANCE SELF-CONCEPT IN THE CLASSROOM: A HANDBOOK FOR TEACHERS AND PARENTS
   Jack Canfield & Harold C. Wells
   Prentice-Hall, Inc. Englewood Cliffs,
   New Jersey 1976

2. VALUES CLARIFICATION: A HANDBOOK FOR PRACTICAL STRATEGIES FOR TEACHERS AND STUDENTS
   Sid Simon, Leland W. Howe, Howard Kirschenbaum
   Hart Publishing Company, New York, 1972

3. THE HELPING RELATIONSHIP PROCESS AND SKILLS
   Lawrence M. Brammer, The University of Washington
   Prentice-Hall, Inc., Engelwood Cliffs,
   New Jersey

VALUES CLARIFICATIONS IN PEER COUNSELING TRAINING

CHAPTER 4

KATHLEEN BOATMAN

VALUES CLARIFICATION IN PEER COUNSELING TRAINING

Kathleen Boatman

Values clarification is a process or method by which an individual chooses independently from many alternatives, with appropriate knowledge and information and careful consideration of the consequences of the independent choice. After such a free choice, the value is prized and acted upon with consistency and regularity. Values clarity results in worthwhile principles and standards for living which can be used to direct and govern an individual's life.

Although people receive much help in acquiring their values, each individual must inevitably take charge of his/her own life and choose his/her own values. Living on a set of values acquired from upbringing rather than free choice takes an individual into unknown directions in life with vague and meaningless goals.

Values clarification is an on-going process. An individual continues to grow and change in a society replete with unexpectencies, complexities and constant mobility. With effort and guidance an individual gradually gains a level of independence from societal influences, begins to take charge of his/her own life, and thereby develops a personal and unique self identity.

The goals of values clarification stated below are the nine objectives of this component of the P.E.E.R.S. program. The facilitator of a particular program within a school should feel free to add to the list any goals that may be unique to his/her group. At the end of this study on values clarification the facilitator should return to the stated goals, and conduct a group evaluation of how well each goal has been achieved.

The goals of values clarification which will be discussed in this component of peer counselor training include:

1. Students will become aware of their present set of values, and how they feel about them.
2. Students will understand the origin of their present values.
3. Students will gain a clearer understanding of decision-making.
4. Students will understand the difference between values based on irrational and/or emotional reasoning from those based on careful consideration and knowledge of the facts.
5. Students will understand and apply the steps in the valuing process.
6. Students will make realistic and positive life goals for personal and vocational satisfaction.
7. Students will understand that values are transmitted mainly through the home environment but can also be received from school, church, peers and culture.
8. Students will learn that values are not static. Earlier teachings of parents, school culture, peer groups, etc. are frequently outgrown and/or discarded.
9. Students will clarify the hierarchy of their own values.
10. Students will understand how scripting plays a part in the acquisition of their values.

At least four sessions will be spent with students on this phase of the program. During the first session, an attempt will be made to help students understand the nature of values and how they are developed.

For example, students could be facilitated in understanding that lessons regarding values are learned daily in the home. The preferences of various ways of life or various identities tend to run in families. You might say that it's something that you "pick up" from your family. Learning certain behaviors tends to be unconscious, unlike the type of learning which takes place in a classroom where one makes a deliberate effort to read and study for mastery. Values are often learned from one's family through an automatic process or through imitation. Children often imitate their parents, and younger siblings may imitate older siblings. Therefore, the values and beliefs in one family are very similar. Religious beliefs, practices concerning political issues, views on education and the like are often maintained as common family values through many generations.

Family members may sometimes identify with other family members. This type of family identity takes place when one member attempts to be as one with another family member. The beliefs and modes of behavior of the individual designated as the model are adopted by the person designated as the imitator. This often occurs between father and son. The son may identify so strongly with his father's image that he takes on many of his father's behaviors and/or values. As the son grows up to become an adult he may choose the same occupation as his father, adopt the same political views, or even choose to drive the same type of automobile.

Values and attitudes are acquired basically through contacts with others, and first and foremost in the home. Most psychologists are of the belief that about half of the child's personality is formed by the time the child reaches kindergarten age, which gives us an indication of the profound influence of the home. If not overly rigid and inflexible, values and attitudes may be modified in other experiences young people have as they mature.

Our view of human nature as expressed most often in our perception of other people stems from home influence. We may grow up with respect for human life and human dignity and with love and closeness expressed within the family. In the home we learn to relate to different types of love, including love of humanity. A person may also grow up with a less positive view of humanity and love. He/she may see life as "only the strong survive" or "love is only a game." Attitudes toward education are usually a result of home influence. Education is thought of highly in some homes where the parents stress the importance of attending school daily, learning, making average or better grades in order to prepare oneself for financial independence and a happy and peaceful adult life. Other homes are indifferent to education and may believe that it is not necessary for a good life, or that one can make an adequate living without education. Various prejudices concerning racial, social and religious groups; beliefs regarding the role of the male and female; beliefs concerning male superiority or the male chauvinistic attitude and many, many other basic beliefs and values take root first in the home. Often people who hold certain beliefs and values are unaware of them, and sometimes unaware of their origin. An individual might be asked by a teacher at school or maybe by a friend, "Why do you feel that way?" and might answer, "I don't know, I just do."

Values identification and clarity ultimately aid students in securing their rightful or a satisfying place in what William Glasser calls "The Identity Society." William Glasser, M.D. (1975), points out that this society as characteristic of the western world has begun a rapid evolution toward a role-dominated society. He states that people are less anxious than formerly about fulfilling goals to obtain security within the power hierarchy; rather people today more and more concern themselves with an independent role; i.e. their identity.

People set and strive for goals, whether vocational or avocational, that they believe will reinforce their concept of themselves as persons. In countries that have moved into the new identity society, Glasser points out that almost everyone has overcome the traditional survival fears and is looking for happiness. Rather than work for a goal (career or vocational) and then search for personal satisfaction, young people strive first for a fulfilling role, for something to do that has personal significance and promises pleasure. Young people need an independent role - their identity. Identity can be seen essentially as that part of the self image that defines who or what we think we are, how we see our social place and our role in life and how comfortable we are with it. Values through attitudes help direct our behavior towards certain goals in preference to others. Through the study of values clarification one can successfully obtain a positive self image.

When peer trainees become peer counselors, they will encounter many different students with varying problems stemming from varying role identities and value systems. These students will need a sense of direction, role identity and values clarity in their own lives, in order to maximize their effectiveness with other students.

During the first session, the facilitators might also help students understand and clarify the relationship between life scripts and values. Drs. Muriel James and Dorothy Jongeward (1971) discuss the drama of life scripts in their exciting book, BORN TO WIN.

According to Drs. James and Jongeward, values and beliefs can be transmitted to an individual through parental messages which are like a life drama with a family script. The authors state that in the life of every individual the dramatic life events, the roles that are learned, rehearsed and acted out are originally determined by a script. This is called a psychological script which is defined as an ongoing program of life drama which dictates where the person is going with his or her life and the path that will lead there. It is a drama that one compulsively acts out, though one's awareness of it may be vague. An individual's life drama often includes elements of both family and cultural scripts. Cultural scripts are basically the accepted and expected dramatic patterns that occur within a society as determined by spoken and unspoken assumptions held by the majority of the people within that group.

These scripts have themes running through them, in the form of messages a child receives from parents which can be constructive, destructive or non-productive. These messages can also determine the psychological position the individual eventually takes toward self and others, based on value concepts adopted from the scripts.

Some script messages about education might be: "You are good college material and you're bound to go to college and do good," or "College is too expensive and only 'brains' go anyway." About religion, a person may hear, "None but the righteous shall see God," or "Church is a waste of my time." About recreation, a person may hear: "An apple a day keeps the doctor away," or "Come in out of the sun, it's not good for you."

A family script contains identifiable traditions and expectations for each family member which are successfully transmitted generation after generation. Historically, they are observable in royal families or in wealthy families that for generations have produced philanthropists, politicians, professionals and so forth. When family scripts are perpetuated, the unity of family members and expectations for certain behavior are indicated by such phrases as:

> "We Browns have always stuck together and always will," or "The Davis family is known for its honesty," or "There's always been a doctor in our family."

Cultural scripts are the accepted and dramatic patterns that occur within a society, usually determined by the majority of the people in that culture. The scripts can contain themes relative to suffering, persecution and hardship. Cultural themes may also contain messages related to sex roles (the woman's place is in the home - the man's place is to work to support his family).

When a culture is large and complex, such as ours, many subcultures exist within it. Subcultures are defined by geographical location, ethnic background, religious belief, etc. The persons within a subculture may identify themselves as "we" and may identify other cultures as "those people."

Often during the long and difficult struggle to adulthood many young people find themselves in opposition to their parents' values. Such adolescent rebellion is an attempt on the part of the individual to achieve his/her independence, self-confidence and self identity. Adolescent rebellion occurs frequently and parents should not become alarmed if this should happen. Some young people, after leaving home for school or to take a job, simply choose to do things in a different way than was taught and practiced in the home environment. This does not mean that the individual will fail in life or that he/she is a "bad" person. He/she may not have always held the same values as his/her parents and therefore comes to see life differently. Young people are not always in harmony with the type of occupation their parents found fulfilling and may decide to become involved in something completely unrelated. Young people whose parents smoke and drink may decide that they don't like these things and will never smoke or drink as adults. We must also remember that the home environment is not the only influence on an individual's life. Television, movies, church, school, community and peers all play a part in the identification and formation of values.

Schools transmit many of the values of the culture. Students learn much about the history and traditions of our country as well as the principles and ideas for which it stands.

Drs. James and Jongeward (1971) point out that "If scripts or messages are not in tune with the child's actual potential and negate his or her will to survive, they create pathology." Some scripts serve to give young people values and beliefs which lead to realistic ideas about uses for their talents in society and ways to gain personal and vocational satisfaction in life. Some, however, misdirect and the individual is left to feel like a failure in life or to attempt to redetermine the course of his/her own life.

During the second session students in the peer counselor training program should be presented a model for understanding their valuing. This might be done through small discussion groups and the use of selected activities. Students need to know how to develop their own values without being unduly influenced and coerced by the values of their friends and family members. Our society today is one of rapid and constant change, sometimes filled with emotional trauma. Rapid social and technological changes are especially

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characteristic of the 20th century. These changes sometimes disrupt our present ways of living, causing us to adopt new life styles and values. We cannot tell our children what to value or how to live their lives. Their perception of life might be different from ours and the incidences which take place in their world often become too overwhelming and complex for another person to understand.

The problems and life entanglements which they encounter are sometimes very different from ours. Students must learn the skills necessary for developing their own values system: one that is personal to their own personality and beliefs.

Louis E. Raths (1966) outlined a process of valuing intended to help persons of all ages to make choices which are personally and socially acceptable to them.

This valuing process is composed of seven subprocesses based on the following three concepts:

A. Choosing
B. Prizing
C. Acting

Students might develop a clear understanding of the valuing process by understanding the meaning of these three concepts and their subheadings.

A. Choosing one's beliefs and behaviors:

1. Choosing freely

We need to learn the skills in making independent choices if we are to live by our own values system. Adult authority and parental guidance are not always available to us when we are faced with the problem of making a judgement or an important decision. We are left helpless and ineffectual if we depend on parental and adult guidance to do this job for us.

2. Choosing from alternatives

If we have no alternatives to choose from, decision making becomes meaningless. The more alternatives that we have the better we can feel about our choice. Alternatives allow us to see more than one side of an issue, thereby making a rational decision which we can feel good about.

3. Choosing after thoughtful consideration of the consequences

It is important to be aware of the personal and social effects of our choices. Lack of awareness of effects and consequences can lead to decision-making on a whim or an impulse without careful thought.

B. Prizing one's beliefs and behaviors:

4. Prizing and cherishing

We feel stronger about some values than others. Some values can be modified or changed completely. Others we will never change because we hold them in the very highest esteem. Prizing and cherishing helps us to determine those priorities.

5. Publicly affirming

It is important to speak out about our beliefs, and let our behavior and thinking model those beliefs whenever necessary or appropriate.

C. Acting on one's beliefs:

6. Acting

Acting our beliefs takes us from the feeling level to the expression level of values. Often individuals find this hard to do, but it is important to express or demonstrate one's values through behavior.

7. Acting with some pattern

Consistency and regularity are keys to evidence of prized and cherished values. If our life patterns fail to exemplify our values we must reconsider or change our values.

According to Harmin, Kirschenbaum and Simon (1976) the following built-in guidelines can be used for the implementation of a successful training program concerning values:

A. Be accepting and nonjudgmental.

B. Encourage diversity, realizing that there are no absolute right or wrong answers for another's values questions.

C. Respect the individual's choice to participate or not.

D. Respect the individual's response.

E. Encourage each person to answer honestly.

F. Listen and raise clarifying questions with students.

G. Avoid questions which may threaten or limit thinking.

H. Raise questions of both personal and social concern.

The following activities can be used to help students clarify their values in many different areas. The facilitators of the peer counselor training program should plan adequate time for processing each activity.

Activities:

A. Allow students to explore some of their own individual script messages, which they would like to share with the group, and their feelings about these messages. Some examples are: "You certainly do like tight clothes" or "You would make a good nurse."

B. Ask students to write in one or two sentences their ideas of what they think their parents think of them. Then write in one or two sentences what they think of themselves. Then answer the following question.

Is my current self-appraisal related in any way to my parents' opinion of me?

Students should consider such concerns as worth, abilities, morals, looks, intelligence and the future.

C. Ask students to list some family script messages they hear often. They may also include those which they receive from friends of the family.

Some examples are:

1. All the women in our family make their own clothes.
2. In our family, we'd starve rather than ask for help.
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________

D. Generation gap

This exercise will enable students to see how and where some of their opinions and attitudes are derived. They will analyze differences in their values and the values of various family members. In addition, they will see if their present value choices are independent choices or somewhat influenced by family traditions or long held family attitudes and practices. If students do not know how a family member feels, ask them to guess, then after they are home, discuss some of these issues with different family members.

Answer the following questions giving your own feelings and the feelings of a significant family member, i.e., mother, father, uncle, aunt, grandparent.

1. How do you feel about smoking cigarettes?

    ____

    My ______________ feels that ______________________

    ____

2. How do you feel about women doing jobs and other things traditionally done by men; i.e., truck driving?

    ____

    My ______________ feels that ______________________

    ____

3. How do you feel about men doing jobs and other things traditionally done by women; i.e., nursing?

    ____

    My ______________ feels that ______________________

    ____

4. How do you feel about appropriate dress for school?

    ____

    My ______________ feels that ______________________

    ____

5. How do you feel about pre-marital sex?

____

My ______________ feels that ______________________

____

6. How do you feel about smoking marijuana?

____

My ______________ feels that ______________________

____

7. How do you feel about abortion?

____

My ______________ feels that ______________________

____

8. What do you think is the appropriate age for marriage?

____

My ______________ feels that ______________________

____

9. What do you think about serving in the armed forces?

____

My ______________ feels that ______________________

____

10. How do you feel about education?

____

My ______________ feels that ______________________

____

11. How do you feel about voting and a choice of a political party?

____

My ______________ feels that ______________________

____

12. How do you feel about the war?

____

My ______________ feels that ______________________

____

13. How do you feel about college entrance requirements?

____

My ______________ feels that ______________________

____

Questions for discussion:

1. What did you learn about the values of different members in your family?
2. What did you learn about possible script messages that you have received from members in your family?
3. What did you learn about the difference between your values and those of your family?
4. With whom in your family do you feel you have most in common relative to values?
5. With whom in your family do you feel you have less in common relative to values?

NOTES:

K. Boatman, '79

E. A technique in values clarification

The purpose of this activity is to give students a chance to use the valuing process in defining and clarifying the strength and the source of their values.

The issues and responses in this activity will be different for each group member. The students will use the valuing process to analyze their feelings on issues such as:

Integration
Dating
School
Parents
Teachers
Abortions
Divorce
Crime
The Space Program
Religion & Church
Politics
Government
Sex
Television
Friendships
Ecology
College
The Family

Ask students to first choose an issue that they want to write about, then state their position on that issue (how they personally feel about it). Then ask students to analyze that position, rating the issue using the following questions.

1. How much do you prize your position?
2. How willing are you to state your position in public, if it becomes necessary?
3. How much thought and consideration did you put into your decision?
4. To what extent is this a free choice, not influenced by anyone?
5. How do you feel about the alternatives that you had to choose from?
6. To what extent have you had a chance to act on or do something about your position?
7. How consistent is your position?

NOTES:

K. Boatman, '79

SAMPLE:

Rate each issue as follows:

1 very high 2 high 3 low

Circle the number of your choice.

Issue: DATING

Position: I feel that teenagers should date who they want without the approval of their parents.

Rating:	Question 1	[✓ 1]	2	3
	Question 2	[✓ 1]	2	3
	Question 3	1	[✓ 2]	3
	Question 4	[✓ 1]	2	3
	Question 5	1	[✓ 2]	3
	Question 6	1	2	[✓ 3]
	Question 7	1	[✓ 2]	3

1. Issue: ______________________________

Position: ______________________________

____

Rating:	Question 1	1	2	3
	Question 2	1	2	3
	Question 3	1	2	3
	Question 4	1	2	3
	Question 5	1	2	3
	Question 6	1	2	3
	Question 7	1	2	3

2. Issue: ____________________

Position: ____________________

____

Rating:	Question 1	1	2	3
	Question 2	1	2	3
	Question 3	1	2	3
	Question 4	1	2	3
	Question 5	1	2	3
	Question 6	1	2	3
	Question 7	1	2	3

3. Issue: ____________________

Position: ____________________

____

Rating:	Question 1	1	2	3
	Question 2	1	2	3
	Question 3	1	2	3
	Question 4	1	2	3
	Question 5	1	2	3
	Question 6	1	2	3
	Question 7	1	2	3

4. Issue: ____________________

Position: ____________________

____

Rating:	Question 1	1	2	3
	Question 2	1	2	3
	Question 3	1	2	3
	Question 4	1	2	3

	Question 5	1	2	3
	Question 6	1	2	3
	Question 7	1	2	3

5. Issue: ____

Position: ____

____

Rating:	Question 1	1	2	3
	Question 2	1	2	3
	Question 3	1	2	3
	Question 4	1	2	3
	Question 5	1	2	3
	Question 6	1	2	3
	Question 7	1	2	3

Allow time for discussion of feelings and thoughts.

Discuss how your cultural and sub-cultural heritage influences your sexual roles, work, and educational aspirations.

Think of at least one thing that you do now that is determined by your culture and your sub-culture.

NOTES:

K. Boatman, '79

F. Courage of convictions

Some of our values are more important to us than others. For some things we will fight or die before we change. Other things we believe in and prize as part of our values system, but do not hold in the same kind of reverence.

This exercise gives students a chance to show how strong their values are and to separate the vague, sometimes phony, or insignificant values which have little or no meaning from real values.

Respond to each statement below as truthfully as possible. If you have no response, you may write "not any" for your answer.

1. I will lie to protect ....
2. I would fight for ....
3. I will argue publicly for ....
4. I would give up a good night's sleep only for ....
5. I believe in .... but will never admit it aloud.
6. I would give my last dime to ....
7. I am all for .... but will never defend it in any way.
8. I would give my life for ....

NOTES:

K. Boatman, '79

C. Priority of values

This activity will provide an opportunity for students to examine some of their values and the meaning and priority of those values.

Prepare for each group member the following items listed on a sheet of paper. Give each person an individual copy and a pencil.

__________ A a color T.V. set
__________ B money
__________ C medical insurance
__________ D safety
__________ E friends
__________ F car
__________ G freedom
__________ H sharing
__________ I Bible
__________ J education

Each person will need his/her individual copy of the list and a pencil. Ask each person to rank the items on the list from 1 - 10, from most important to least important to them.

Discussion:

Ask students to give their personal interpretation or meaning of the items on the list; i.e., friends may mean companionship, sharing may mean an expression of love, etc. If your group is large you will need to divide into smaller groups of 4-5. Then ask volunteers to give the rank order of their list aloud in their group.

Variation:

Ask students to form groups of 4-5 with students they know fairly well. This group will come to an agreement as to how these objects should be ranked. After this has been completed the following questions should be discussed in each group. (Allow about 10 minutes for discussion.)

1. What did you learn about your friends?
2. How much did it surprise you?
3. Who in the group do you now see differently?
4. Is the difference negative or positive?
5. Was it difficult to decide on a rank order for your list?

Then ask students to follow the same procedure above with the same list or another with a group of students they do not know as well. Allow 10 minutes for discussion of the following questions.

1. What did you learn that you were surprised at?
2. Was it difficult to rank the list?
3. How did you feel about doing this activity with this group?
4. Did you learn anything new about anyone in the group?
5. What did you learn from this activity?

NOTES:

K. Boatman, '79

H. Values Worksheet I

You are talking to your friend about the high cost of living. You explain to your friend that you can't buy a new T.V. because you "just don't have the money." Your friend shows you his new 24" T.V. which he got "hot" for just $75.00.

1. What do you think your first words to your friend might be?

2. After you said those first words, how do you think you would be feeling?

3. No matter what happened next, would you tell others about the whole thing? Please explain your answer briefly.

4. If you found yourself in a situation similar to the one described, specifically how would you act? List some of the things you would do.

M. Buck, '79

I. Values Worksheet II

You go with some friends to a party. You have been looking forward to the party for weeks because several kids you have been wanting to meet will be there. After about an hour, the host of the party starts passing around "pot" for everyone to try. It becomes obvious to you that everyone is expected to "turn on."

1. What would be your first reaction if you found yourself in a situation like the one described in the above paragraph?

2. Generally, how do you feel about the "expectations" others have for you? Do you usually act as others expect? Please explain briefly.

3. Why do people expect you to behave in certain ways? Mostly, do you think these people are thinking of your well being or their own? Why?

4. Specifically, who are some people who expect certain behavior from you? Would you make a list of ten of the people who most often expect you to act in a certain way? How do you feel about this list?

M. Buck, '79

J. What would you do if.....

1. you were caught cheating on an exam?
2. a stranger stopped you on the street and asked you for bus fare?
3. you found out that you were not going to be promoted to the next grade?
4. you walked into the locker room and saw two students fighting terribly?
5. some money ($5.00) was stolen from you?
6. your mother shut the door in the face of one of your friends whom she didn't like?

Divide into small groups. Discuss what you would say and why. Students might also develop vignettes relative to the above suggested situations.

Variation: Acting and Feeling

This activity can be conducted in a role play format. It will help students to see how their attitudes and behavior have an influence on each other. This activity will also give students practice in values thinking and feeling as they act out a fantasy situation.

NOTES:

K. Boatman, '79

K. What would you say

Lead students in a discussion of what they feel they would say to these popular and significant people (some living, some fictional, and some expired) if they had the opportunity, or could have had the opportunity to talk to them in person.

What would you say to ....

1. The President of the United States
2. Patty Hearst
3. Martin L. King
4. John F. Kennedy
5. Adolf Hitler
6. Mickey Mouse
7. Superman
8. Richard Nixon
9. Michael Jackson
10. Parliament
11. God

Divide into small groups of 3-5 students. Discuss what you would say to selected persons on the list, and give reasons why you have made certain statements.

NOTES:

K. Boatman, '79

L. Hot - Warm - Cold

Prior to class cut out three pieces of cardboard, large enough to print these words: Hot - Warm - Cold. Place these words on the walls on three different sides of the room. Instruct students to stand near the sign which best shows how he feels about the statement that the facilitator will read aloud, on different subjects.

Very "Hot" on the subject (all for it), "Warm" on the subject (maybe, not quite sure), "Cold" on the subject (not for it at all).

The facilitator will read a statement such as:

Teenagers should be allowed to date at age 14

Instruct the students to stand as close as possible under or near the sign which best expresses the feeling: Hot, Warm, or Cold.

Then ask students to look around to see who is standing with them. Ask students also to observe individuals who tend to move in the same direction as they do.

Ask everyone to be seated to think about what this activity meant to them. Have students discuss why they selected a particular sign, and their feelings and values surrounding this choice. Have students discuss also what they observed about the commonality of feelings and values they held with other group members. (Allow approximately 20 minutes for this exercise.)

The following are suggested statements which can be read by the facilitator.

1. Teenagers should be allowed to date at age 14.

2. School attendance should not be required past age 15.
3. Grades and report cards should be eliminated from all schools.
4. Parents should be required by law to give all of their children past age 14 an allowance of $5.00 a week.
5. Teenagers should be free of a weekend curfew.
6. Prayer should be put back in the schools for anyone who desires to participate.

NOTES:

K. Boatman, '79

M. Choosing for the best

This activity can be done on an individual level, where each person circles his or her choice or it can be done in small (from 5-6) to average-sized (from 10-15) member groups.

Ask students to choose one and tell why they made that choice.

1. Who would you be if you could change to one of these persons?

   (a) President Carter (b) Farrah Fawcett Majors (c) O. J. Simpson

2. Which would you rather have if you had a choice of one?

   (a) Rolls Royce (b) Mansion (c) $5000

3. Which would you attend if you had free tickets for the choice of one?

   (a) Baseball game (b) Football game (c) Basketball game

4. Where would you go if you had free tickets?

   (a) A day at your city's largest amusement park

   (b) A party (b) A rock concert

5. Which animal would you be if you were to change to one?

   (a) A hawk (b) A panther (c) A cobra snake

6. Which characteristic could you best tolerate in a person?

   (a) Dishonesty (b) Stealing (c) Fighting

7. Which handicap do you feel you could manage best?

   (a) Deafness (b) Blindness (c) muteness

NOTES:

K. Boatman, '79

N. Order of values

Look carefully at the 15 values listed below. Place the number 1-15 on the line to the left of the value according to the extent to which you prize that value. The least prized value should be No. 15 and the most prized value should be No. 1.

_____ Peace (freedom from war and conflict in the world)

_____ Involvement in the arts (time to paint, draw and create)

_____ Equality (equal opportunity for all)

_____ Independence (a chance to choose for myself)

_____ Religion (belief in a superior power)

_____ Privacy (freedom from intrusion from others)

_____ Monetary security (economic security, as much money as you need)

_____ Love (intimacy with another person, complete acceptance)

_____ Success (in school, on the job)

_____ Personal security (no worries or threats, safety)

_____ Respect from others (liked and admired by others)

_____ Self-actualization (self-development, self-fulfillment)

_____ Maturity (understanding of life and environmental circumstances)

_____ Security of country (protection from inner and outer space attack)

_____ Friendship (a close relationship with others)

Discussion should follow.

NOTES:

K. Boatman, '79

O. Fantasy play

This activity gives students a chance to talk about some of their fantasy thoughts and feelings in a non-threatening setting. Often our values can be expressed through our fantasy thinking.

To be done in groups of no more than 5 members. Ask students to tell what they would do in the supposed situation, exercising total free fantasy thought.

Suppose you had 2 million dollars.
Suppose you had the knowledge to clone people.
Suppose you had the power to kill.
Suppose you had the power to make money.
Suppose you owned a 20-foot yacht.
Suppose you were a healer.
Suppose you had no hands or feet.
Suppose you had control over the weather.
Suppose you were God.

NOTES.

K. Boatman, '79

P. A game with words

Think about the words in each box. Then write the first word that comes to your mind when you hear this word.

beauty
love
discrimination
cheating

stealing
drugs
fighting
hate

To the facilitator: Allow only 3 minutes for students to write a response to each word in the box. Explain to students that the objective is to write the first word that comes to their mind. Each person will need a sheet with the 8 word boxes. After this has been completed ask any volunteers to read their words aloud to the group.

Then ask students to find three people who write the same word or a word close in meaning to their own, and to write those persons' names on their sheets beside the appropriate box.

Then ask students to find three people who wrote words opposite in meaning to theirs and to write their names beside the appropriate box.

Discussion: Discuss with the total group their feelings about what they discovered.

K. Boatman, '79

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DEVELOPING EFFECTIVE COMMUNICATION SKILLS

CHAPTER 5

QUEEN D. FOWLER

DEVELOPING EFFECTIVE COMMUNICATION SKILLS

Queen D. Fowler

Effective communication is vital to the training of peer counseling procedures. Meaningful relationships are basic to human happiness and to the provision of an environment which nurtures learning and worth of self. In developing a helping relationship, which is basic to effectiveness of relationships in group process, it is how we communicate with ourselves and with each other that is of the greatest importance. Transmitting messages is the base of any operation. It then becomes very important in the teaching of facilitators (students, teachers, counselors, psychologists, and others who will be involved in adolescent peer counseling) that they become active in the developmental stages of peer counselors before they begin working with new groups of students.

An exciting aspect of the P.E.E.R.S. program is to have selected students from various age groups to join together as trainers of each other in the use of effective interpersonal communication skills and processes.

The communication process is the sending and receiving of messages. The process of effective communications is complex, often more so in a large group than in a small. Each member of a peer group has personal goals, expectations and feelings.

The potential number and variety of distortions relative to communication increase as the number of persons within the group increases. There are, however, among certain age groups, similarities of values, belief systems and behaviors that can assist in developing personal growth in a positive manner. It is with this in mind that this chapter will provide for trainers an overview of one aspect of a peer counselor training program and will share experiences and activities which will acquaint the reader with understandings and skills in the development of group process, or interpersonal communication.

Two basic ingredients necessary in the communicative process are: (1) the atmosphere that is conducive to the development of mutual trust and confidence and (2) the correction of distortions through feedback.

Gordan (1971) in his writings concerning "how to listen to kids" deals with the power of the languages of acceptance and states that, "When a person is able to feel and communicate genuine acceptance of another, he possesses a capacity for being a powerful helping agent for the other". Peer counselors may be seen as similar to what some authorities refer to as counseling associates or guidance associates. Teachers or students who have been involved in the training and continue to develop their skills can be viewed by other teachers, counselors and administrators as competent. In a discussion of the use of trained persons such as peer counselors or paraprofessionals, the results of a survey by Brown (1977) show that while the studies surveyed were not conclusive by themselves, "the body of evidence derived from so many sources, employing greatly diverse methods and indices leads to the conclusion that paraprofessional counselors can and do contribute meaningfully to the improved adjustment of their counselees. We contend in this training manual that the effective use of the skills involved in the communication process can help sutdents gain greater self-understanding, improve decision making skills, and develop behavior change skills for positive growth.

In the following section attention will be given to the training components necessary to develop communication skills.

The objectives of this component are:

1. To integrate the communication process with other modules in the training of peer counselors in such a way that personal growth and development will be enhanced.
2. To assist peer counselors in the development of interpersonal skills in group process which are necessary to effective communications.

The following indicate the skills which will be taught in this module:

1. Team Building
    - Developing the relationship
2. Communicating for Understanding
    - Skill Building I - Empathic Listening and Responding
3. Communicating for Content
    - Skill Building II - Describing Thoughts and Feelings
4. Communicating for Personal Growth and Development
    - Skill Building III - Giving and Receiving Responsible Feedback
5. Resolving Interpersonal Problems
6. Enhancing Self-Worth

Team Building requires developing a level of trust which in the end leads to cohesion and support of the group. Being genuine and open often involves risk but once group members have developed an awareness of self and begin to share, an avenue for team building exists.

Communicating for Understanding - Empathic Listening and Responding:

Two of the skills which need to be practiced in human communication are:

1. listening to others with understanding and
2. sharing with them an understanding of what they are saying.

These skills are most effectively exercised when two active behaviors are present. The first is accurately perceiving the content (or words) and the personal feeling in communication. This might be termed perception checking and is called empathic listening. The second is paraphrasing or verbalizing your understanding of this content and feeling. This is the method for communicating your understanding and is called empathic responding.

Communicating for Content - Describing Thoughts and Feelings:

Content is important. Sharing accurate information allows others to know more accurately the meaning of what has been said. Such knowledge enhances the comfort and effectiveness of most human interactions. Expanding the content information to thoughts and feelings will be more effective if two basic behaviors are present. Processing feeling is critical and takes some explanation. People are accustomed to being asked for content. They respond easily and automatically. People are not accustomed to being asked how they feel, particularly by strangers in a group. In a training session more practice is recommended for process. The first basic behavior is acknowledging your ownership of the idea or feeling by using "I" statements. The second is describing your idea and/or feeling specifically. Examples of statements which combine the two are: "I feel angry," "I do not enjoy the sarcastic humor," "I feel good when you smile during our pleasant conversation." Persons in a group learn more effectively and willingly from a trainer or group leader who knows how to listen as well as talk. Sharing thoughts such as concepts, opinions, ideas, and beliefs is fine; however sharing feelings such as happy, excited, lonely, sad, and uncomfortable, is expressive of personal emotions and often leads to greater cohesiveness and strengthening of the total communication process.

Communicating for Personal Growth - Giving and Receiving Responsible Feedback: Feedback is communication which gives back to another person responsible descriptive statements about his/her behaviors and how it has affected us. Feedback can be helpful when it provides information necessary for people to begin correcting their behavior or altering problem situations effectively. As mutual trust and confidence is established, feedback becomes easier. For your personal growth and the growth of others, it is important to learn how to give and ask for constructive feedback. Buck (1976), in her reporting on improved communications, states, "It is easy to say to another person, 'I like you and what you are doing.' It is not easy to say, 'I do not like what you are doing,' and have it accepted by the receiver in such a way that it can be useful to him, unless by implication and in behavior there is a prior phrase, 'I like and respect you as a person." The distinction between "I like you" and "I do not like this particular bit of behavior" is a relatively easy one to make intellectually. It is not easy to apply because feelings of both the sender of the message and the receiver of the message interfere. It can be done skillfully only when the sender really is interested in and accepts the other person. It can be accepted and used only when the receiver is comfortable enough with him/herself and the sender to sense the acceptance and examine him/herself nondefensively. This understanding is basic to giving effective feedback and essential to constructive interviewing. People seldom modify their practices because they are threatened. They modify their behavior as they are given support to deal with their problems.

You will receive the most value from the shared information if you:

1. ask about your own observable behaviors and their consequences rather than external situations;
2. be specific - ask questions that are not threatening for either you or other persons to deal with effectively;
3. remain open and nondefensive about feedback.

Feedback can be most helpful if communicated in a manner that:

1. includes acknowledgement of personal ownership of reactions, such as "I messages", and communicates the specific behavior without being judgmental about the person; and
2. insures the least possible distortion between the messages sent and the messages actually received.

Effective communicative procedures include:

1. Active listening

   Attending, observing verbal and nonverbal messages and behaviors (eye contact, tone of voice, body posture).
2. Paraphrasing

   Checking out your understanding by putting the speaker's ideas into your own words.
3. Perception checking

   Discriminating your understanding of the expression of others' feelings by giving a tentative description of feelings as you perceive them.
4. Openness

   Willingness to share (disclose self) when appropriate; honesty.

5. Expressing feelings

   Using verbal and nonverbal communication to clarify feelings.

6. Describing feelings

   Using words to share your emotional state in a manner which the other person can understand.

Resolving Interpersonal Relationships

There are several formulas for resolving interpersonal problems in a systematic way. Conflict resolution, problem solving, the scientific method, strategies to effect change are a few of the approaches used by various training groups. In developing the following "Strategies to Effect Change" model, several of the same ideas are incorporated from the previously listed ones. The "Strategies to Effect Change" include:

Step I - Area of Concern:

This topic deals with problem identification. A listing of concern often reveals several areas. As the different components are screened, discrimination takes place which brings clarity to the real problem. The listing may begin with as many as five to ten areas, but after careful exploration, it may result in identification of as few as one or two with various components. Once the problem has been clearly stated in well defined terms, the next stage for processing occurs.

Step II - Restraining Forces:

When problems occur in interpersonal relationships, it is evident that there is something happening between two or more persons to prevent specific needs being met. The question becomes, what blocks or forces are there and how can they be dealt with effectively? What is preventing effective communication from taking place? Once the barriers are identified, the next procedure can be implemented. Restraining forces are sometimes rather difficult to pinpoint in the sense that intangibles may enter in the process. Some common restraints to educational problems may be negative attitudes, inadequate finances, crowded classrooms, parental involvement or lack of it, student services, etc. These are usually seen as negative forces that can occur in schools, businesses, etc., but within each are interpersonal problems to be resolved.

Step III - Methods to Remove Restraining Forces:

The development of a systematic approach to tackle restraints is necessary at this point. Several proposals should be made concerning how best to remove these blocks once identified. No one approach may be good for all situations. Brainstorming, open discussion, and an action plan is established at this point by all persons involved in the problem. One method that might be practiced in order to remove a particular restraining force is active listening. If a person is experiencing a problem because he/she has not yet learned how to use discrimination practice, or to process feelings, assistance may be provided in that component of communication skill building. It is important to investigate similar situations or share personal experiences and successes.

Step IV - Problem Resolution:

This is the implementation stage where the methods are put into practice. Progress might be noted here and positive reinforcement provided. In effective problem resolution the ultimate goal is a win-win situation in which both parties feel that they gain from the process. Evaluation of the "Strategies to Effect Change" also occurs here. If at any point a breakdown occurs, it is acceptable to move back to either of the previous steps and re-work the process.

The following chart may be used in a small or large group setting and worked through collectively on a specific problem identified in the group.

CHART FOR RESOLVING INTERPERSONAL PROBLEMS

Areas of Concern	Restraining Forces	Methods to Remove Restraining Forces	Problem Resolution

Fowler, 1978

The following exercises might be used to help peer counselors improve communication skills and interpersonal relationships:

Exercise I - Solving Interpersonal Problems:

Within a small group (3-6 persons) process the following information through active listening. (Remember perception checking.)

There is an open discussion within the group about establishing friendships at school. Several in the group express concern because some of the P.E.E.R.S. are looked upon by outsiders as receiving preferential treatment. How do you deal with this problem in active listening as an individual and as a member of the group?

1. Send "I" messages. What do I think?
   Send "you" messages when requested.
   Share feelings concerning an agenda item from the group.
2. What do you think?
   Ask for feedback - ask person to share his/her perceptions and feelings - active listening.
3. Clarify the problem (weed out).
4. Share proposed solutions (brainstorm).
5. Evaluate and share findings with the group.

An "I" message is a communication through which an individual expresses directly to another individual how s/he feels about a particular situation, concern or unacceptable behavior. Examples of "I" messages include:

1. "I cannot talk with the vendor playing so loudly."

2. "I cannot discuss this topic with you at the present time because I am busy. I will work with you later."
3. "I feel that my ideas are not important when I am interrupted while talking."

"You" messages are sent when the other person requests feedback or when you are asked to respond to a particular question.

Exercise II - (Small group activity):

1. Practice writing a list of 5 adjectives that describe your behavior in a positive manner within the group.

   Pantomime the above behavior within the group.

   Ask the group for feedback on your nonverbal behavior.

   Share your list with members of the group.

   Process what happened. How did you feel? Did it involve risk? How was the level of acceptance of self, other? Was the message sent, the message received?

2. Complete the following sentence. List two adjectives to describe how you feel upon completion of the sentence.

   I feel good about me when ....

   a.

   b.

I feel bad about me when ....

a.

b.

I would like to work on ....

a.

b.

I feel strongly about ....

a.

b.

My overall assessment of myself is ....

a.

b.

The above exercise may be completed individually or in a group setting.

Exercise III - Communications in the Box; Out of the Box

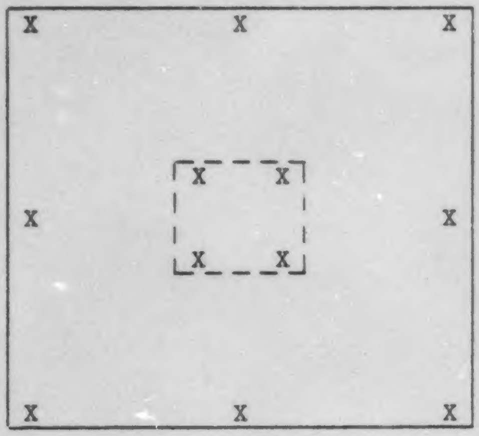
(Group activity - 12 members)

Choose an area of interest to persons in the group. The group leader or facilitator may ask students to brainstorm and arrive at a topic by consensus. Once this has been decided, ask for four volunteers to assemble inside of the box. The remainder of the group members (8) will assemble outside of the box (see diagram below). Persons in the box will be given the task of discussing the problem. Those outside the box will serve as observers of the process used by the persons in the box. The task of the observers will be to listen actively, record behavior, and give feedback to the participants following the discussion.

Refer to the following chart for arrangement of the above activity.

COMMUNICATION IN THE BOX: OUT OF THE BOX

Form a group of 12 persons, 4 inside the box and 8 outside the box. Implement the activity previously described.



The discussion in which the participants inside the box will be engaged should last 5-10 minutes, after which time roles are reversed. During the discussion two members of the group within the box will be the speakers (senders of messages). The other two participants will respond as active listeners using the skill training practiced earlier in this component of peer counselor training.

At the end of the 5-10 minute discussion period, the processors outside the box will give feedback regarding the effective and non-effective communication skills they have observed. Such topics as listening and appropriate responding versus inappropriate responding should be discussed by all twelve members.

Discussion areas:

A. What types of problems make it difficult for two persons to clearly understand each other?

B. What are the obstacles in sending, receiving, and responding which cause communications to fail?

C. List below at least five reasons why two persons may have a breakdown in communication with each other:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

In processing the discussion determine whether or not suggestions were offered regarding:

A. Not attending (listening) to all that is being stated (content).

B. Use of "I" statements.

C. Feelings, as well as content, addressed.

D. Non-verbal behavior (facial expression, gestures).

E. Inaccurate expression of one's thoughts.

F. Paraphrasing.

G. Two persons not discussing the same topic while they are conversing with each other. One person not really understanding what the other person is saying.

Exercise IV - Non-Listening

Divide into groups of four (quads).

A. Develop a discussion on dating or relating to others. Allow five minutes for the discussion. During this time, your task is to talk about the topic assigned. What you say must not be related to what others in the group say; the object is to pretend you did not hear them.

B. When the discussion is over, write down answers to the following questions which you will discuss later.

1. How did it feel to talk and have no one respond to what you said?

2. How did it feel to ignore what was said by other members of the group?

Exercise V - Active Listening and Responding

This activity is a continuation of the above exercise. Within the group of four (quads), divide into pairs (dyads). Decide on one member of each pair to be A, the other B.

A. A makes a statement to B about his/her beliefs on dating, or about the relationship between A and B. Try to say something that you have some feelings about and that may have real meaning for you both.

B. The next step is to have B paraphrase A's statement, using his/her own words, telling what A's statement meant to him/her. In this exercise there is to be no discussion of the statements. A simply makes the statement; B paraphrases it. Listed are some rules for paraphrasing:

1. Restate the other person's expressed feelings and opinions in your own words. (Avoid parroting the exact words of the other person.)
2. Preface reflected statements with, "You feel.....," "It seems to you that.....," "You think that.....," and so forth.
3. When paraphrasing the other person's statements, avoid indication of approval or disapproval, blame, advice, persuasion, or interpretation.

C. A makes a second statement to B. B paraphrases it.

D. A makes a third statement to B. B paraphrases again.

E. At this point, reverse the process. B makes three statements to A; after each statement A paraphrases it.

F. Make a note of the following questions for later use:

1. How did it feel to make a statement and have your dyad partner paraphrase it?

   ____

   ____

   ____

2. How did it feel to paraphrase a statement by your dyad partner?

   ____

   ____

   ____

G. Return to the original quad. Discuss your experiences in the quad. Listed below are sample questions to enhance the discussion of this exercise.

1. What was your reaction to the paraphrasing of your partner? Was the message you sent the message s/he received?
2. Did you have difficulty listening to others during the exercise?

Why? Why not?

3. Was the way your partner presented information affecting your listening ability? How or in what manner?
4. What were the differences in your feelings during the two types of exercises in quads and dyads and in dyads during reversals of paraphrasing?
5. What are the areas you need to work on?

The above exercises should be practiced frequently during the training, using different topic areas of discussion.

Exercise VI - Observing Communication Behavior:

Using the information and experiences you have acquired relating to effective and ineffective communication behavior, you are to complete the following to increase your skills:

A. Use one of your classrooms or another group setting and observe a number of conversations going on.

B. Count the number of times each type of effective or ineffective communication behavior takes place. (See observation sheets following.)

C. After a week has lapsed following the peer counselor training, return and discuss in the group the results of your observations. After each person in the group has shared his/her experiences, what are the general conclusions you can draw from what the members of your group observed?

OBSERVATION SHEET: EFFECTIVE COMMUNICATION

1. The sender used personal statements:

2. The sender used relationship statements:

3. The receiver paraphrased the sender's remarks:

4. The receiver checked out the meaning of the sender's remarks:

5. The receiver kept his/her interpretation of the sender's remarks tentative until s/he checked it out with the sender:

6. The receiver focused on the meaning of the message, not the detailed words:

7. Other effective communication behaviors observed:

OBSERVATION SHEET: INEFFECTIVE COMMUNICATION

1. The sender used general pronouns to refer to his/her own feelings and opinions:

2. The receiver demonstrated non-listening behaviors (did not listen to message:

3. The receiver listened to only part of the message in order to respond to only that part of the message he/she wanted to rather than responding to the full message:

4. The receiver distorted the message and injected his/her own interpretation of thoughts:

5. The receiver listened in order to make judgements of sender which put the sender on guard and made him/her defensive and guarded in sharing information:

6. Other ineffective communication behaviors:

ACTIVE LISTENING

The concept of active listening implies that the individual will pay close attention to what the other person is saying; with care, interest, concern and empathy. Such empathetic attention is demonstrated both non-verbally and verbally. Non-verbally, active listening is indicated through body language, postures, facial expressions and gestures. Verbally, active listening is demonstrated by reflecting back to the speaker the ideas, concepts, and feelings expressed in the statements.

Read each statement below. Write a response which indicates that you were actively listening to the statement.

STATEMENT	RESPONSE
1. Leader has initiated a new procedure. Member of group: "We tried this last year and it didn't work."	1. The leader says:
2. Teacher says that a report is not complete. Student says: "Now I have to write this report over again. You did not tell me what you wanted me to include in the report."	2. The teacher responds:
3. Students are talking loudly during the lesson. The teacher says: "Can't you students quiet it down a little? We can't work well in noise."	3. A student responds:

4. A committee member has not completed a task. The chairperson says: "We have got to get through. You must be better organized."	4. The member says:
5. One student refuses to implement the leader's ideas. The student says: "I did this last year, and I know what I am doing. I was the leader last year."	5. The leader says:
6. The principal asks the secretary to do some extra work before she leaves the office. The secretary says: "You always give me too much to do. I can never clear my desk!"	6. The principal responds:
7. The members of a committee refuse to meet to complete the decorations on Saturday. The chairperson says: "Nobody cares about the dance. They are too lazy and ornery to put in a little extra time."	7. A member replies:

M. Buck, '79

POSSIBLE RESPONSES DEMONSTRATING ACTIVE LISTENING

The responses given below are not all of the possible responses, nor the only "correct" responses. Review each response and write another that might be given:

I. A. You feel frustrated when things that failed once are tried again.
    B. You are concerned that this will not work.
    C. Other:

II. A. You are not sure what is expected in the report.
    B. You feel puzzled and frustrated when you do not know what is expected.
    C. Other:

III. A. You feel frustrated when our talking disturbs others.
    B. You feel angry when our noise keeps everyone from working well.
    C. Other:

IV. A. You feel frustrated because we are not getting through on time.
    B. You are concerned because we are not organized enough to finish our work.
    C. Other:

V. A. You perceive me as distrusting you when I make suggestions.
    B. You feel angry when I make suggestions, because you think I am not taking your experience into account.
    C. Other:

VI. A. You feel discouraged when you cannot complete your work by the end of the day.
    B. You feel frustrated when your work load is greater than you can handle.
    C. Other:

VII. A. You are angry because you feel that the members will not do their part.
    B. You are discouraged because the others seem to lack interest in the task.
    C. Other:

M. Buck, '79

ONE-WAY and TWO-WAY COMMUNICATION

The purpose of this activity is to help peer counselors and counselees understand one-and two-way communication processes.

This activity regarding one-way and two-way communication should begin with a discussion of:

1. Communication in general
2. Differences between one-way and two-way communication systems
3. Predictions regarding the expected behaviors of individuals under one-way communication; under two-way communication.

One-way communication might be defined as situations in which one individual delivers a message to another person, or persons, without allowing the other person(s) an opportunity to ask questions, to talk in any manner, or to transmit information to other individuals via verbal or non-verbal communication. (Ex. teacher lecturing, announcements, person not facing students when communicating, written messages, etc.).

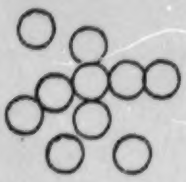
Two-way communication might be defined as interactive communication. Under such circumstances both the sender of the message and the receiver of the message can communicate with each other both verbally and non-verbally. Not only words but gestures and eye and body contact might be used to convey the message.

The materials needed for this exercise include:

1. envelopes in which ten circles have been placed
2. piece of white paper
3. paper with configuration on it
4. paper and pencil for observers

Procedure:

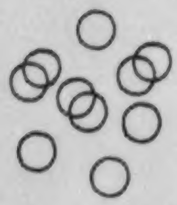
1. Divide the large group into smaller groups of 5-10 persons.
2. Select an observer for each group.
3. Select a person to serve as the sender of the message.
4. The sender is given the paper on which configuration 1 is provided, such as the following is shown:



5. Ask sender to study the drawing for one minute to plan how she/he will send the message. The sender must turn his back to the group when sending the message.
6. Give each participant an envelope which contains the ten circles and a piece of white paper. Participants should number the circles from 1 to 10. When told to begin each will assemble the figure by placing the circles on the white paper as directed by the sender.
7. The sender has five minutes in which s/he is to send the message to the receivers in such a manner that they can assemble the circles, constructing the figure accurately.
8. The receivers are to assemble the circles, constructing the figure, without talking to anyone or asking questions of the sender of the message.
9. At the end of five minutes discuss the experience.
    a. Was there any confusion?
    b. How did the participants behave?
    c. How did the sender feel?
    d. How did the participants feel?
    e. Ask participants to write on the piece of paper 1 word which best describes how they are feeling at the moment.

10. Show the drawing to the participants and discuss why they were unable to accurately duplicate the drawing using only one-way communication.

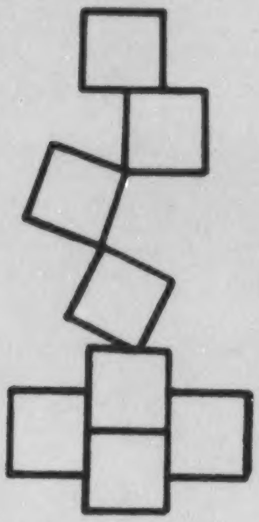
11. Using the same sender or a new sender, repeat the procedure as outlined above. However, this time the receivers as a group have the privilege of asking questions. Again the time limit is 5 minutes. Use the following configuration:

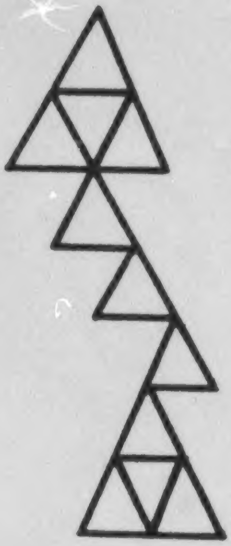


12. Again, process the activity by discussing how both the sender and receivers felt during the activity.

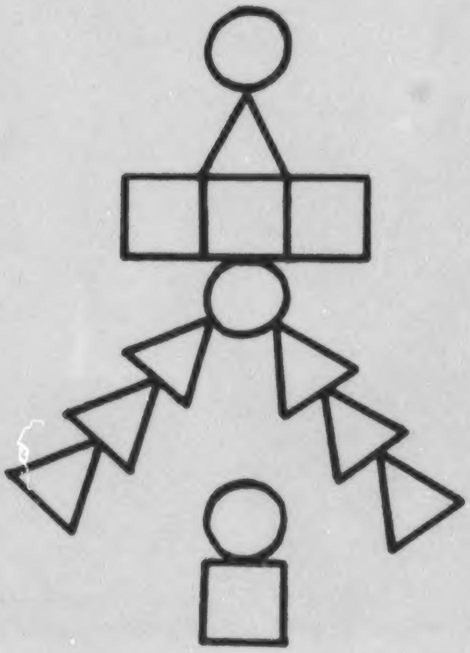
M. Buck, '79

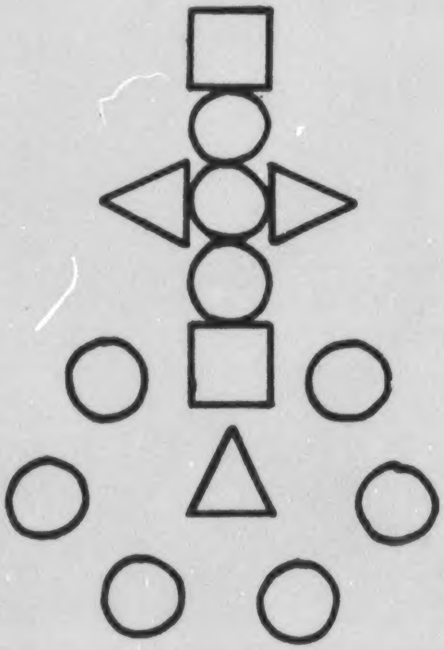
Other geometric figures can be used with this activity. Arrange the geometric shapes into various configurations as follows:

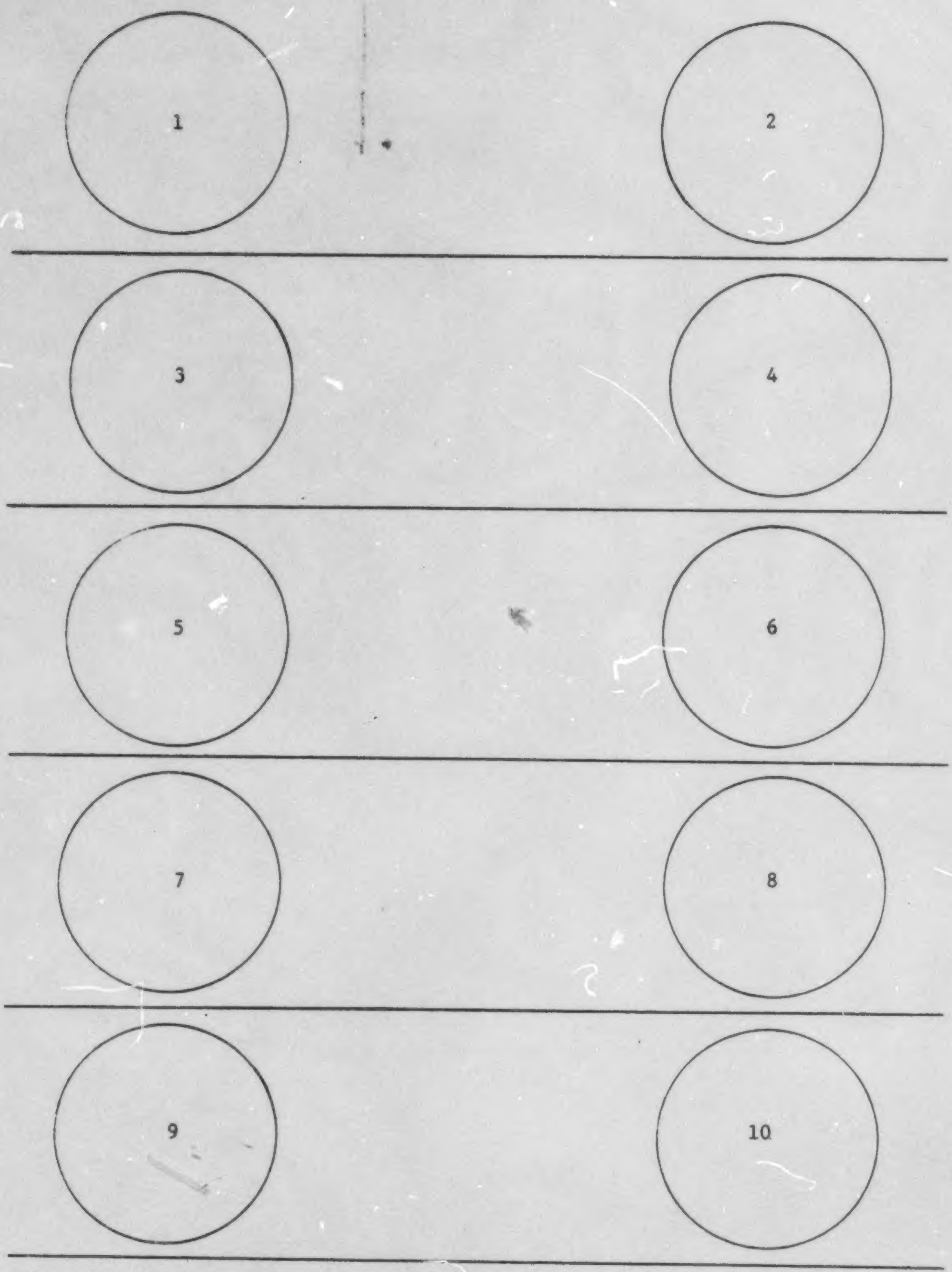




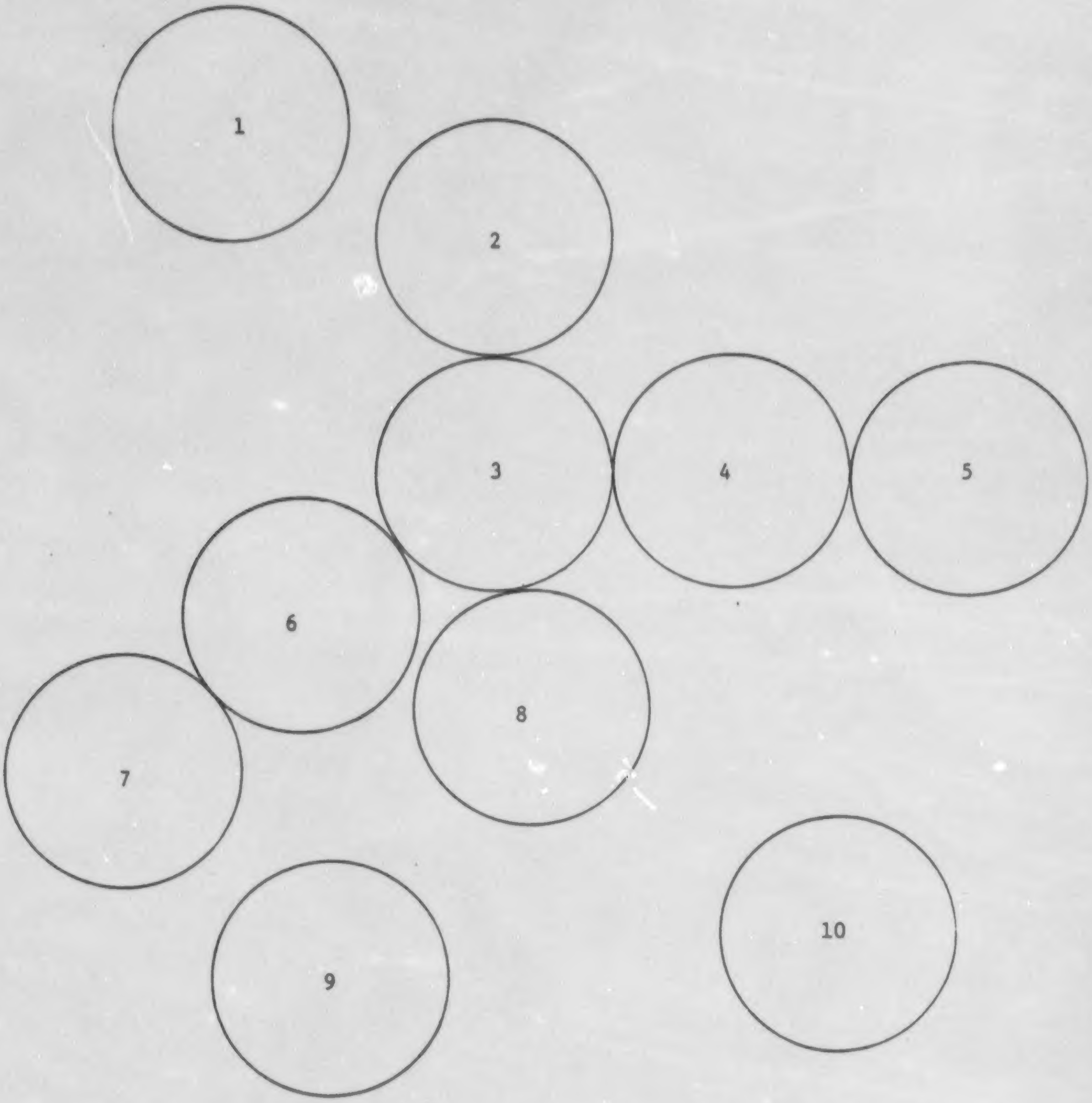
In addition various geometric shapes can be combined to make unique configurations, of varying difficulty, as follows:







Cut several sets of circles out and place 10 in each envelope. Give an envelope with 10 circles in it to each participant.



CONFIGURATION 1

To be considered correct the circles should be placed on the sheet of paper exactly as shown here.

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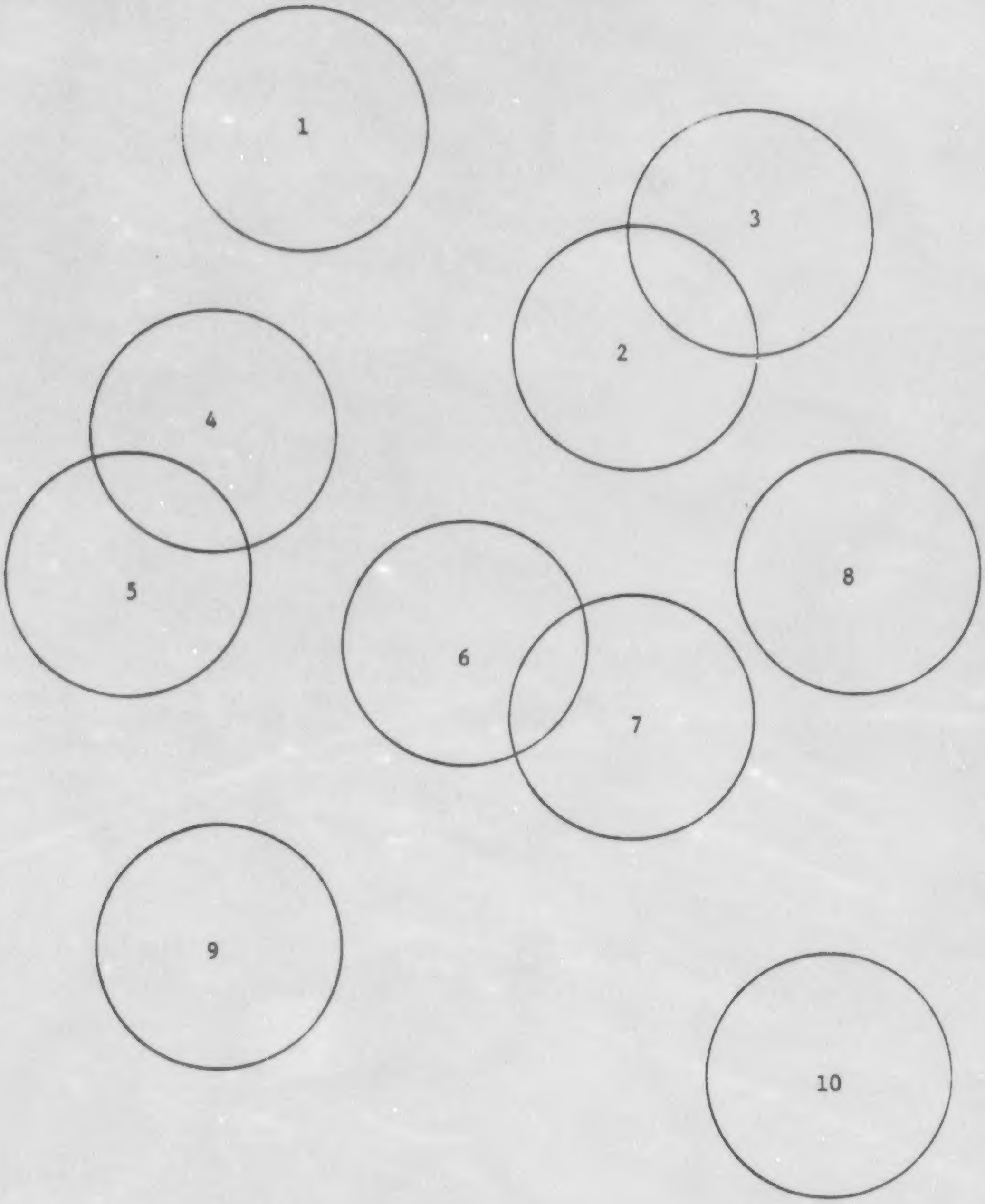

CONFIGURATION 2

To be considered correct the circles should be placed on the sheet of paper exactely as shown here.

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Communicating for Self-Worth

One facet of the component of the P.E.E.R.S. program on developing communication skills involves the development of self-worth.

Continuous development of one's concept of self may be enhanced in group process. A high correlation exists between a person's level of adjustment and how effectively he/she performs as a group member (Buck, 1977). How he/she views himself/herself as a contributor to the group is related to his/her level of self-worth. One must accept himself/herself and develop a level of awareness as to his/her values, likes, dislikes, strengths, weaknesses, belief system, and attitudes. He/she must be able to discriminate between certain effective and non-effective behaviors and understand how to facilitate those which will enhance the group's development. The level of awareness incorporates how one views self and others, and how the understanding of these two components can lead to trust of self and others. Openness and self disclosure at an appropriate level can bring out the same behavior in other group members.

Positive assertive behavior depicts self confidence. When a person projects a positive self image, more often than not, the response from the group will tend to reinforce such behavior.

Developing a high level of self-esteem and self-worth is an on-going process incorporated in the activities presented in this chapter. At various points time should be allowed to access the level and continuous development of self-esteem and self-worth.

Summary

A training model of any type must deal with the development of communication skills. Effective communication is the major objective of any educative process. Peer counselors should be well versed and demonstrate competency in communication skills. They must be able not only to use such skills in a training capacity but also to project, model, and facilitate the growth and development of participants in a group process. Development of positive attitudes, mutual trust and understanding, cohesiveness and feelings of self worth is necessary to an adolescent peer counselor training program. The skills necessary in a viable communication network demand practice until they become part of the person's makeup. Once a team has been established, the empathic component may be dealt with more effectively. As adolescent peers begin to understand the full meaning of genuineness and openness, and to express these at the feeling level, they are ready to give and receive constructive feedback. With communication skill training it is hoped that persons will enhance their self worth as they learn to resolve interpersonal problems and see themselves as integral and contributing members of a group.

The following checklist might be used at various points to review the mastery of concepts and skills developed in this chapter.

REVIEW CHECKLIST OF PERSONAL SKILL DEVELOPMENT

I. Areas I've mastered:

___ Understanding (paraphrasing) response.

___ Using personal statements.

___ Engaging in two-way communication.

___ Active listening skills.

___ Recognizing when ineffective communication is taking place.

___ Recognizing when effective communication is taking place.

II. Areas I need to work on:

___ Understanding (paraphrasing) response.

___ Using personal statements.

___ Engaging in two-way communication.

___ Active listening skills.

___ Recognizing when ineffective communication is taking place.

___ Recognizing when effective communication is taking place.

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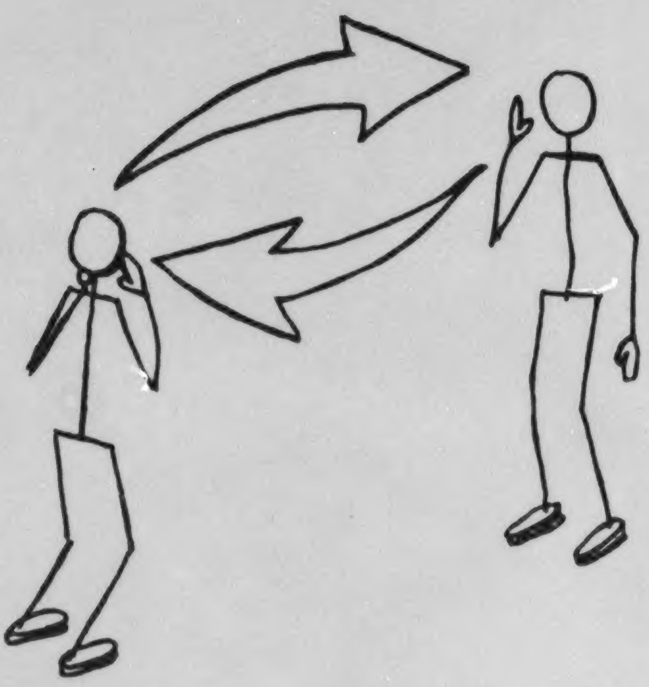
THE GIVE AND TAKE OF EFFECTIVE FEEDBACK



CHAPTER 6

MILDRED R. BUCK

THE GIVE AND TAKE OF EFFECTIVE FEEDBACK

Mildred R. Buck

Technically, feedback has been defined (Funk & Wagnall's Standard College Dictionary, 1966) as "the return of part of the output of a system into the input for purposes of modification and control of the output, as in electronic amplifiers, automatic machines, certain biological and psychological processes, etc." Communication experts (Johnson, 1972; Johnson, 1975; Luft, J., 1969; Ruesch, 1951; Walter, 1975) have borrowed this term from technology to refer to the process of reporting to an individual how his or her behavior affects others, and the types of impressions and perceptions others retain regarding the observed behavior. Feedback also includes the process through which an individual gives another person input regarding his or her reactions and feelings to the other person's observed behavior.

Giving and receiving constructive and effective feedback is such an important communication skill that it is here focused upon as a separate component of the peer counselor training program. Too frequently, students find themselves in difficulty with both peers and adults because they cannot transmit, in a positive manner, information about their concerns and needs relative to another person's behavior. Confusion and conflict may develop relating to the false and misleading perceptions and ideas one person might have about the other. If students can be taught to give and receive feedback correctly, a great deal of miscommunication can be avoided.

Many students would function much more effectively in their everyday lives if they were more aware of their impact, both negatively and positively, on others. The behaviors that tend to be embarrassing, irritating and/or ineffective could be changed if the individual knew that he was manifesting such behaviors, and how they affected other people.

Research suggests (Adelson, 1975; Burgoon, 1974; Cathcart, 1974; Phillip, 1970; Tuckman, 1976) that when negative behaviors are highlighted in a manner that can be accepted without defense, individuals can and will change such behaviors in a more positive direction. However, experience suggests that teaching individuals to give and take effective, constructive feedback is a complex and difficult task.

Why is it so difficult to implement constructive feedback in interpersonal communication situations? One reason relates to the fact that so many people have been taught to tell others only what they think the other person wants to hear. In addition, they have been taught that it is wrong to "hurt another person's feelings"; that criticism can only hurt rather than help. It also appears that the *norm* is to give negative feedback only when it meets our own needs; i.e., when *we* have been hurt and as a result we want to hurt the other person.

Another difficulty relates to the fact that few individuals are able to adequately distinguish between *constructive* and *destructive* feedback. *All* feedback is viewed as negative criticism by most people.

Constructive feedback is information which is given to an individual about his or her behavior which tends to build, improve, or advance future behavior in a more positive direction. Constructive feedback is provided only when it can be accepted and internalized by the other person. Thus, when considering constructive feedback, the individual must be sensitive to the needs and state of mind of the person to whom the feedback is directed.

Conversely, destructive feedback is information which is presented to another person about his or her behavior with the underlying intent of expressing hostility and of hurting the other person in some manner. When the goal of improving communication between two or more persons is absent, the result of presenting feedback is usually extremely harmful. While derogatory and critical statements regarding the other person's behavior might, by definition, result in hurt feelings on the part of the recipient, they can also result in positive growth and development if balanced with statements of positive evaluation of behavior, if such statements can be presented with honesty and clarity. If honest, positive statements cannot be made prior to the presentation of negative statements, then perhaps the criticism should be withheld altogether.

During the peer counselor training sessions students must be taught the "give and take" of constructive feedback if they are to be effective in counseling others.

The introduction of feedback exercises as a part of the training sessions is frequently experienced as frightening and threatening. The fear comes from the fact that total openness, honesty and appropriateness in our interpersonal relationships is alien to many people. In situations in which the other person's behavior is embarrassing, irritating or even harmful to us we have learned to avoid expressing our true feelings. The avoidance reaction is all too frequently manifested by either withdrawing from the situation altogether, or by telling "little white lies" that do not express our true feelings. Thus, we fear learning the new behaviors of responding more directly and honestly in such situations. But this risky behavior must be undertaken if the peer counselors are to be successful in their training in more effective communication patterns.

The experience of threat comes from the knowledge that not only might the other person be hurt by criticism, but we might be hurt as well. We are not sure that we (and others) have the ego strength to withstand such criticism; i.e., to maintain a high level of self esteem in the face of disparagement from others. Actually, our egos are not as fragile as we might think. We are capable of continued growth and development in spite of, or perhaps as a result of, the critique by others.

The experience of threat also relates to the fact that we may not be able to handle the feelings that arise when our "souls are laid bare" for all to scrutinize. Many of us have learned through past experience that we do not handle the emotions which frequently arise under such conditions, such as anger, hostility, and insecurity, very well. Therefore, we tend to avoid experiencing these feelings as far as possible by avoiding the circumstances which might cause them to occur.

In addition, we are not sure of what the intent of the feedback by the other person might be; nor are we sure that we possess the skills that would allow us to grow and develop in the light of this new information that we might gain about ourselves.

It is extremely important that the feedback be given in as non-threatening a fashion as possible. Before beginning to give feedback to others the students should learn some of the do's and don'ts regarding feedback, which include:

DO	DON'T
1. Give feedback only when it has value for the receiver, and primarily serves the needs of the receiver.	1. Do not give feedback if its main purpose is to ventilate your own feelings and release certain forms of emotionality onto the other person, such as, hate, anger, resentment.
2. Offer feedback to the individual. Give the individual the option of refusing to listen to feedback at that particular time.	2. Never force feedback upon an individual unless it is absolutely necessary and cannot be avoided.
3. Give only that amount of feedback that the individual receiving it can use. An overload of feedback might have negative, rather than positive results.	3. Do not overload the other person with information simply because you have it to give. Giving feedback should be to satisfy the needs of the other person, rather than your own needs.
4. Consider carefully the time for providing the individual with feedback. Always be sensitive to the emotional state of the individual which might affect the ability and the manner in which he/she receives the feedback.	4. Do not provide feedback to an individual at a time when too much emotion is involved, or at a time when the recipient would be unable to "hear" the feedback.

5. Use effective communication skills in giving feedback to others. Be prepared to use words which the other person can accept. It is especially worthwhile to listen actively to what the other person says.	5. Do not make those statements which will cause the recipient to become hostile and defensive. When words are used which tend to demean and lessen the feeling of security of the other person, the recipient will develop a fence around him/herself to protect him/herself from negative criticism.
6. Give the recipient feedback relating to your observations of behavior that you can actually see and hear. When inferences and interpretations are provided, they should be identified as such.	6. Do not give feedback in terms of what you infer from the behavior you observe. Conclusions and interpretations should be withheld when giving feedback.
7. Describe, in concrete terms, the behavior to which you are responding when giving another individual feedback. When one reports the facts, or what actually happened in a situation, the other person is more likely to relate to the feedback. For example, "You often interrupt me when I am talking. For instance, a minute ago......"	7. Try to steer away from judgements regarding "right and wrong," "bad and good," "nice or ugly." A personal frame of reference is always present in judgmental statements, which tends to prevent the other person from accepting the feedback.

8.	Word feedback in specific terms; for example, "I don't think you saw what happened."	8.	Steer away from generalization, such as, "You never pay attention."
9.	Describe what effect the other person's behavior had on you, and what your feelings were; for example, "When you shouted at me I felt angry and hurt."	9.	Do not leave the other person wondering how you felt, and guessing how you will respond.
10.	Be tentative in the statement made during the feedback session. For example, "You appear to take every thing for granted"; "It seems to me that you really do not care what happens." Such statements suggest that you care enough to listen to an explanation of the other person's intentions.	10.	Never label the other person in absolute terms. Placing a person in a rigid category implies that the individual is "boxed in" and can never get out, and that his behavior cannot change. For example, "You are a fool"; "You are crazy"; "You do not care"; "You are a dictator."
11.	Be honest, open, genuine, and congruent in giving feedback to others.	11.	Do not demand, command, accuse, belittle, or demean the other person when giving feedback.
12.	In general, try to give feed-	12.	Do not think of behavior as

back as if the behavior displayed existed on a continuum. Think in terms of "more or less"; as if you could rate a person regarding the particular behavior on a scale from 1 to 10. This allows the person to understand that he/she can improve in the particular behavior.

existing in particular categories. All of us fluctuate along a continuum regarding any particular behavior, sometimes low and sometimes high. Most persons can move in and out of particular categories if motivated to do so.

Ask students to give examples of each of the statements listed above. The facilitators could develop brief vignettes for the students to role-play, demonstrating some of the do's and don'ts described. Students might also write their own short role-playing situations for further clarification.

Students should be asked to form small groups and discuss such topics as the following in order to assess the level of understanding of the "give and take" of constructive feedback:

1. When is it appropriate to give feedback to others?
2. When is it appropriate to solicit feedback from others?
3. When do you want others to give constructive feedback to you?
4. When would you disclose yourself to others?
5. How does the level of trust within the group affect your willingness to provide feedback to others, and your receptivity to feedback?
6. List several areas of concern about yourself about which you are willing to receive feedback. Discuss.
   1. ______________________________

2. ____

3. ____

4. ____

One method for teaching students to give other students effective feedback is to introduce an activity in which students have to work together in order to develop the appropriate wording for giving feedback to others.

After students have spent from one to six hours together working on various activities in previous sessions, they will have enough information about each person in the group to be able to provide feedback regarding observed behaviors and perceptions.

Each student will select two other students with whom he/she would like to work. The triad will assemble someplace in the room where they will not be disturbed by other groups. Each triad will be given a work sheet on which the names of all the other students are listed.

The assignment is to have each triad work together in deciding what statements to make regarding the positive and negative behaviors of each person in the group (excluding themselves). The statements must be couched in terms which the person can accept without becoming defensive or over-reacting. All statements should be clear, direct, and concise. The members of the triad must continue to discuss the issue until they can find the words which will be most useful to recipients relative to positive growth and development. (Caution students to remember the do's and don'ts of giving constructive feedback. Review if necessary.)

The triads should be encouraged to reach a consensus regarding the best possible statements to make. Since the statements should include the reactions of everyone in the triad to the particular individual, a great deal of disagreement might result. However, the necessary time should be allowed for this activity. (The time involvement is usually from one to two hours, depending upon the number of students in the group.)

The positive and negative statements about each student should be completed on the worksheet on the next page.

One member of the triad should be selected to report to the total group. When the group members come back together, the reporter from each group will make an oral report about the feedback decided upon regarding each member. After all reports are given, comparisons can be made regarding the reports on each member from different triads.

During the training session, time should be spent on answering all or some of the following questions:

1. Why was it difficult to write statements about some of the members but not difficult to write statements about others?
2. Did the statements regarding particular individuals tend to be similar? Why? Why not?
3. Did some triads develop more useful statements than others? Why?
4. Did some triads tend to be more critical than others? Why?
5. Did some triads tend to make only positive statements? Why?
6. In what way could you have made this activity more useful? Explain fully.

Work Sheet
Feedback Triads

Triad No. ________

Participants: (1) ______________ (2) ______________ (3) ______________

1. Name of group member: ______________________________
   Most negative behavior exhibited in this group.
   ____
   Most positive behavior exhibited in this group.
   ____

2. Name of group member: ______________________________
   Most negative behavior exhibited in this group.
   ____
   Most positive behavior exhibited in this group.
   ____

3. Name of group member: ______________________________
   Most negative behavior exhibited in this group.
   ____
   Most positive behavior exhibited in this group.
   ____

4. Name of group member: ______________________________
   Most negative behavior exhibited in this group.
   ____
   Most positive behavior exhibited in this group.
   ____

5. Name of group member: ______________________________
   Most negative behavior exhibited in this group.
   ____
   Most positive behavior exhibited in this group.
   ____

6. Name of group member: ______________________________
   Most negative behavior exhibited in this group.
   ____
   Most positive behavior exhibited in this group.
   ____

7. Name of group member: ______________________________
   Most negative behavior exhibited in this group.
   ____
   Most positive behavior exhibited in this group.
   ____

8. Name of group member: ______________________________
   Most negative behavior exhibited in this group.
   ____
   Most positive behavior exhibited in this group.
   ____

9. Name of group member: ______________________________
   Most negative behavior exhibited in this group.
   ____
   Most positive behavior exhibited in this group.
   ____

10. Name of group member: ______________________________
    Most negative behavior exhibited in this group.
    ____
    Most positive behavior exhibited in this group.

After discussing the questions above in the total group, members should return to their original triads and discuss how each member felt when he or she was the recipient of the feedback. Such questions as the following can serve to begin the discussion.

1. How did you feel when other students were giving you feedback about your positive and negative behaviors? Were you afraid? Hurt? Pleased? Attacked? Angry? Hostile? Defensive?
2. Did you feel that other students were telling the truth about your behaviors? Why or why not?
3. Did you feel that you wanted to "get back" at people when they talked about you? Why or why not?
4. Did you feel a need to explain your behavior? Positive or negative?
5. Would you like to change some of the behaviors discussed during the feedback sessions? Will you need help in changing these behaviors? What type of help will be needed? Is there anyone in the group from whom you might get such help?

The other members of the triad should help each individual assess the feedback given. Behavior changes could be developed when appropriate, and suggestions for using the feedback could be made.

Variations:

There are many variations upon this same theme which the students might like to try during various sessions of the peer counselor training, such as:

1. The three members of the triad might develop feedback only for their own particular group. The three members should designate themselves A,

B, and C. Persons A and B would collaborate on feedback to be given person C. Persons B and C would collaborate on feedback for A and persons A and C for B. Information could be shared with the total group when all have reconvened.

2. The same procedure as that described above would be followed, with the third person also involved in the consensus development process regarding feedback to be given to him/herself as well as to the other two persons in the triad.
3. Each triad would be given a worksheet with 5-10 randomly selected names listed on it for whom they would develop appropriate feedback.
4. Each triad could be asked to select the ten persons in the group that they feel they know best. The triad would then develop appropriate feedback for only these ten selected persons.
5. Each individual could be given a worksheet to complete on all other individuals in the group.
6. Each individual could be given worksheets for the development of feedback regarding only those persons that they feel they know best.
7. Large groups might be divided into small groups of nine members each. The nine members would be further sub-divided into three triads. Each triad would develop feedback statements for the other six members of their group of nine members.
8. Develop other variations to meet the needs of the particular group with which you are working.

This component of the peer counselor training is appropriately titled "The Give and Take of Constructive Feedback." Not only can students be taught to give constructive feedback, but they can also be taught the most appropriate methods for receiving feedback. If approached correctly, this equally important process can contribute immensely to the positive growth and development of individuals.

A session should be planned during this peer counselor training component to teach students how to receive feedback. All feedback should be carefully weighed by the recipient. The following criteria has been found to be helpful in this process and should be taught to students:

1. Be as honest as you possibly can with yourself in attempting to determine whether the statements about your negative and positive behaviors were true or not.
2. Use observers who know you well for consensual validation regarding the behaviors.
3. Consider the motivation of the sender when evaluating feedback.
4. Consider the time and place of the behavior discussed relative to its appropriateness for a given situation.
5. Determine with your group members whether the feedback should be ignored or accepted. However, remember that in the "real world" such decisions have to be made by you, usually without the help or support of others. Practice within the group is necessary so that you will be better able to make such decisions on your own when help is unavailable.

Students should be made aware of the two extreme reactions on either end of a continuum concerning receiving feedback from others. On one end of the continuum might be found the individual whose usual style of reacting to feedback is to ignore and devalue the feedback as unimportant, useless, or hostile in nature. Such individuals tend to under-react to feedback. At the other end of the continuum is the individual who tends to over-react, or pay too much attention to all feedback. Rather than reacting habitually at either end of the continuum, it is more constructive for the individual to weigh each statement regarding his or her behavior, using the criteria outlined above.

To ignore all negative feedback and criticism means that the individual might miss an excellent opportunity to receive valuable information regarding his/her behavior. However, to accept all negative feedback and criticism means that the individual may place too great a burden on him/herself to change, perhaps when change is unwarranted.

The "open chair" technique may be used as a vehicle for practicing the "give and take" of constructive feedback. Volunteers may be requested for the purpose of receiving constructive feedback about their behavior. Each volunteer will select members from the group to make both positive and negative statements regarding how he/she has performed in the group setting, and how his or her behavior has affected the other members of the group.

The volunteer may retain some control over the situation by only calling on those persons that he/she desires for the provision of feedback. The student who has volunteered to sit in the "open chair" may refrain from answering any question that he/she does not wish to answer. The volunteer may leave the "open chair" whenever he/she chooses to do so, thus stopping the feedback.

The process should continue until all of the members who wish to receive feedback concerning their behavior in the group have volunteered to do so.

The total procedure should be processed through the discussion of such topics as:

1. How did the volunteers feel while in the "open chair"?
2. How constructive was the feedback given?
3. Which behaviors would be changed as a result of the "open chair" experience?
4. How much of the feedback provided was experienced as true and valuable?

The participants in this exercise may "soften" the experience of receiving feedback by first stating to the assembled group the feedback which they expect to receive. Both positive and negative statements might be given. Once this procedure has been completed the volunteer can request consensual validation regarding the statements made.

Usually, the person sitting in the "open chair" is harder on him/herself than are his/her peers. Those persons giving the feedback usually emphasize strengths first before giving feedback regarding the negative aspects of the recipient's behavior. Through the use of this procedure the feedback becomes easier to accept.

One of the primary premises of the peer counselor training model presented in this manual is that many communication skills have to be learned and then relearned. A particular skill might be presented in one component of the program and reviewed later in another component of the program. Such continual practice will insure that the skill will become internalized and can be used spontaneously, when appropriate, by the individual.

Increasing self-awareness and understanding of how one's behaviors affect another person, and how the other person's behaviors affect the individual, are skills which were presented and learned earlier in the peer counseling training program. An understanding of one's self, for the purpose of giving and receiving feedback, is re-emphasized in this section of the training program.

If an individual is aware of his or her behaviors and the affect they have on others, and, in addition, has a high level of self-acceptance, he or she will be more likely to communicate or disclose information about him/herself and his/her reactions to others.

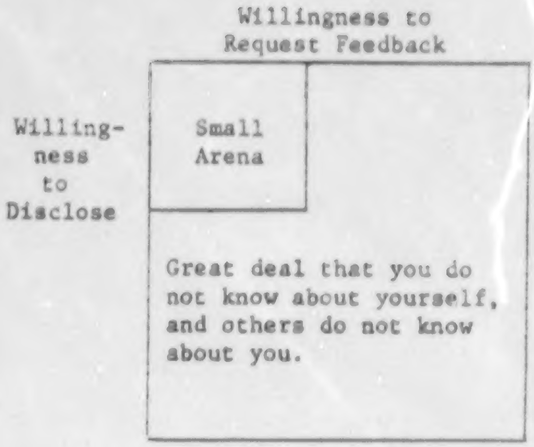
Self-disclosure is highly related to feedback because it is one way in which others can observe behavior and gain knowledge about a given individual's reactions in a particular situation. The observers can use the information accumulated to feed back to the individual, when appropriate, preferably to stimulate his/her growth and development.

One of the models which provides information about both dimensions, the ability to self-disclose and the ability to provide feedback, is that of the Johari Window. This graphic presentation of the "give and take" of feedback is named after the originators of the model, Joe Luft and Harry Ingham (1969). The Johari Window is a communication window which helps to clarify how individuals give and receive information about themselves and others.

The Johari Window (see diagrams) illustrates certain things that we know and do not know about ourselves (horizontal dimension), and certain things others know and do not know about us (vertical dimension).

	Known About Self	Unknown About Self
Known by Others	Arena free, open space	Blind Space "Bad Breath"
Unknown by Others	Hidden Space; Facade	Unknown Space (Unconscious)

DIAGRAM "A"



Great deal that you do not know about yourself, and others do not know about you.

DIAGRAM "B"

The model also demonstrates the giving and receiving of feedback in terms of the individual's willingness to request feedback regarding his or her behavior from others (horizontal dimension) and the individual's willingness to disclose information regarding him/herself to others (vertical dimension).

The first pane (see Diagram A) represents the arena, or open space, indicative of information which the individual feels free to share with others and which others can readily discern about the individual. Such information includes sex, race, tone of voice, appearance, occupation, likes and dislikes, etc. As the relationship becomes more cohesive and the level of trust increases, the arena tends to become larger because individuals are more willing to disclose more about themselves and to solicit more feedback regarding their own behaviors from others.

The second pane represents the "blind spots" which all of us have regarding ourselves. This space is also called the "bad breath" area because of all the information which others might have about us which we will never obtain unless we are willing to solicit feedback concerning these areas. The model motivates us to be constantly aware that we communicate a great deal of information to others about which we are unaware, through non-verbal communication, such as our mannerisms and style of relating, etc. The other person may be unwilling to share some information about a given individual, such as the existence of bad breath and body odor, unless a relationship exists in which such information can be shared without generating defensive and/or angry responses.

The third pane represents the facade or hidden area. This area includes information which an individual might withhold from others for fear of being attacked, hurt, rejected, or judged in some negative manner. The individual, for many reasons, may not believe that he/she has the support of others regarding opinions and feelings relative to a given topic. As the group becomes more supportive, the individual might be willing to take the risk of revealing something about him/herself. It is only through such consensual validation that the individual will learn the reality or unreality of his perceptions. Regardless of the relationship, most individuals continue to feel (and appropriately so) that some information should remain hidden under the facade.

The fourth pane represents those areas of information which are unknown to ourselves and unknown to others. This knowledge may be so far below the surface that it will never be known, but as information is shared, the amount of unknown information begins to lessen. The only way in which such unconscious material will become known might be through an exploration of early childhood memories, experiences, and interests. As group members are encouraged to give and exchange information and feedback, latent potentialities and unrealized resources may also begin to emerge.

Diagram B illustrates the typical situation, relative to the "give and take" of feedback at the beginning of a relationship. Under such circumstances people are usually unwilling to share much information about themselves, or to solicit a great deal of information about themselves from others.

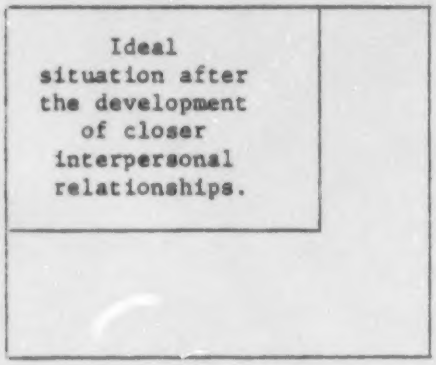

Ideal situation after the development of closer interpersonal relationships.

DIAGRAM "C"

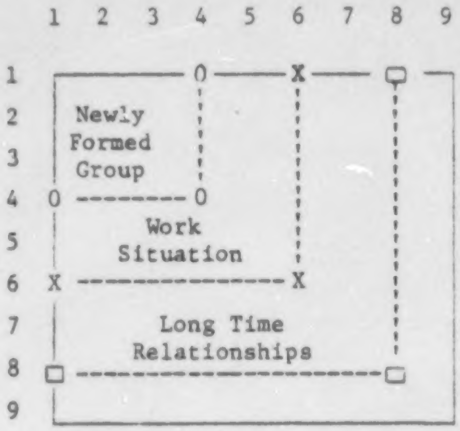

1 2 3 4 5 6 7 8 9
1 2 3 4 5 6 7 8 9
0
X
□
Newly Formed Group
Work Situation
Long Time Relationships

DIAGRAM "D"

Diagram C illustrates a situation in which relationships have become closer and cohesive, and people are willing to self-disclose and solicit feedback. Therefore, the blind and hidden areas are decreased as more information is given to others to which they can react. As more feedback is provided to an individual by others regarding his or her behavior, the individual might become not only more aware but also more accepting of strengths and weaknesses. As more knowledge is gained about him/herself, the tendency is to become even more self-disclosing.

Diagram D is indicative of the fact that the size of the arena tends to be situational in nature; i.e. the size of this area will vary depending upon the circumstances. For example, the smaller area (0) might be illustrative of how a given individual perceives his/her ability to give and take feedback when in a newly formed group. The next area (X) illustrates how a person might perceive his/her abilities in this respect regarding his/her work situation. The large area (□) suggests that under circumstances in which all persons have known one another for a long time, the individual might be more likely to give and receive feedback freely.

During the discussions which follow this session, the student should develop the understanding that information regarding giving and receiving feedback is not static. Rather, such information moves from pane to pane as the level of mutual trust and ability to exchange feedback varies in the group.

The student might be asked to rate on the following blank representations of the Johari Window how he or she would tend to *give* and *solicit* feedback:

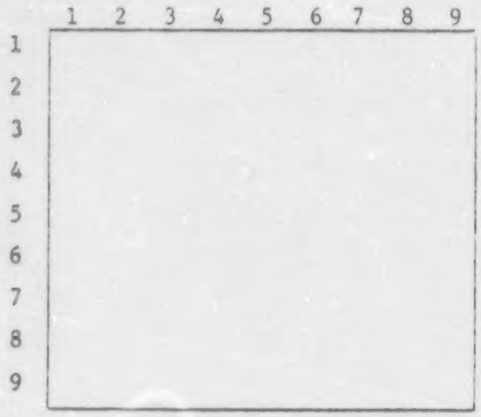
1. Favorite social group. (Place an *X* along the horizontal dimension indicating how willing you are to *solicit* feedback regarding yourself from others. Place an *X* along the vertical dimension indicating how willing you are to *give* feedback to others regarding your feelings and reactions under the circumstance.
2. Work situation. (Follow the same direction as above, only this time use a circle (*O*) as the symbol.)
3. Classroom. (Use the square (□) as a symbol.)
4. The present group. (Symbol *)
5. The present group one year from today. (Symbol △)
6. Describe a group of your choice.

A discussion should follow regarding *why* the symbols were placed by differ-

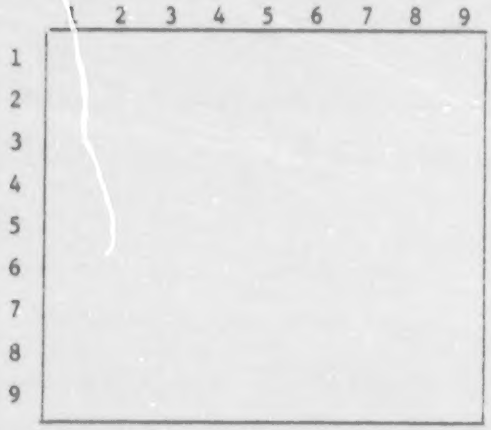
JOHARI WINDOW

1 2 3 4 5 6 7 8 9
1 2 3 4 5 6 7 8 9

1. ______________________


1 2 3 4 5 6 7 8 9
1 2 3 4 5 6 7 8 9

2. ______________________


1 2 3 4 5 6 7 8 9
1 2 3 4 5 6 7 8 9

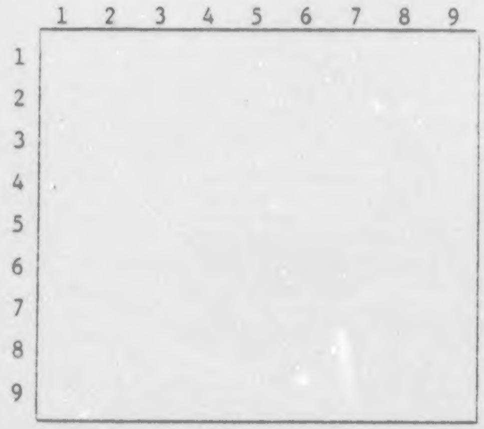
3. ______________________

1 2 3 4 5 6 7 8 9
1 2 3 4 5 6 7 8 9

4. ______________________

1 2 3 4 5 6 7 8 9
1 2 3 4 5 6 7 8 9

5. ______________________


1 2 3 4 5 6 7 8 9
1 2 3 4 5 6 7 8 9

6. ______________________

ent individuals at different points on each graph. An attempt should be made to answer such questions as the following:

1. Why were the graphs different for different individuals?
2. Why were the arenas of varying sizes under different circumstances?
3. Did some people tend to place the symbols at a different point relative to giving feedback as opposed to soliciting feedback? That is, did some people find that they could give feedback more easily than they could solicit feedback, or vice versa?
4. Were there areas in which individuals wanted to change or modify their tendencies to give and receive feedback?

Were students able to identify their usual style of giving and receiving feedback in groups? For example, some people tend to over-emphasize the dimension involving the solicitation of feedback. Such persons tend to characteristically ask questions rather than give feedback. They want to know what the other person thinks, feels, and would react under certain circumstances, rather than to give people information regarding their thoughts, feelings and reactions. When an individual too frequently questions others in the group setting, the other participants tend to become distrustful and irritated, and eventually start to withhold information themselves.

Other individuals tend to over-emphasize the dimension involving the provision of feedback. Such persons characteristically spend much of their time in the group telling others what their ideas, feelings and perceptions are about the topic or what is going on. Because they are so frequently telling others where they stand regarding a particular issue, little is actually heard regarding the other participants' positions. Such individuals are frequently poor listeners, and thus, cannot use the corrective and steering functions of feedback from others. While these persons might perceive themselves as "open and above board," actually they tend to be insensitive to the needs and perceptions of others.

Some individuals tend to neither give nor take feedback from others. They effectively hide in the group, isolating and insulating themselves from others. Such persons know little about themselves or about the other participants in the group. They appear not to be involved, and do not provide the group with data about themselves. Thus, they do not learn much about themselves from others and tend to remain mysterious and apart from the group.

If students recognize such imbalances relative to the way they tend to react in groups, they might choose to change their behaviors. They might ask the group for help regarding how and why they should change their styles of giving and receiving feedback. Individual contracts could be developed and established with selected members of the group in order to help them establish and reach their goals.

Other activities related to the Johari Window include:

1. Form dyads. Ask your partner to rate you regarding the giving and receiving of feedback. Then discuss how and why changes in behavior should be made.
2. On a form (A) such as the one below, rate yourself. Also have others rate you. Compare self-ratings with the perceptions of others.

RATING FORM

Soliciting Feedback

Providing Information	1	2	3	4	5	6	7	8	9
1									
2									
3									
4									
5									
6									
7									
8									
9									

A

FORCES AFFECTING FEEDBACK

Facilitating Forces	Inhibiting Forces
1. ______	1. ______
2. ______	2. ______
3. ______	3. ______
4. ______	4. ______
5. ______	5. ______
6. ______	6. ______
7. ______	7. ______

B

3. Identify forces in the group, school, church, home, family, etc. which make it easy or difficult to solicit or give feedback (see form B above).
4. Share findings with the total group.

One important activity which can be used during one of the early sessions of this component of the peer counseling training program is the "Envelope Exercise". Each participant is given the following materials:

1. An envelope
2. A pencil
3. Several 2" X 4" slips of paper

The students are asked to work on the activity without talking until told to do so. Each student is asked to think about his/her characteristics, beliefs, ideas and concerns that can and cannot be shared with others. The student is asked to list 5-10 items on the outside of the envelope that he/she does not mind sharing with others. Information that he/she does not care to share with others should be written on the slips of paper and placed inside the envelope. Each item should be written on a separate sheet of paper, and the envelope should be sealed.

After all lists have been completed the students should assemble in a circle. Items listed on the outside of the envelope should be discussed, with reasons given for each item included.

Time should also be allocated to allow each of the members of the group an opportunity to comment on his/her perceptions of each individual before and after the sharing of the items on the lists.

During the last session of this component on giving and receiving feedback, participants should be asked to open their envelopes and share one or two items with other members of the group. This should be done on a volunteer basis.

This session could be used to evaluate the level of trust and cohesion that has developed to this point among the peer counselors. If the levels of trust and cohesion are high, it is more likely that the students will be willing to share more items in their envelopes.

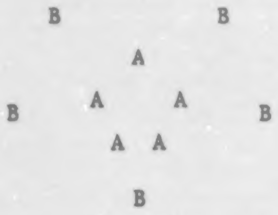
Another activity which can be used to help peer counselors learn to give and accept useful feedback concerns helpful and non-helpful relating. The purpose of this activity is to:

1. Provide the student with information regarding behaviors which consti-

tute effective relating with others.

2. Provide each student with information regarding the perceptions of the other group members regarding his/her helpful and non-helpful methods of relating to others.

For this activity the peer counselors are divided into groups of ten, five of whom are labeled A's, and five B's. A "fishbowl" is formed in which the A's sit in the inner circle to work on the task, and the B's outside the circle, as the observers.



FISHBOWL

A person labeled B is paired with a person labeled A. B's are to observe the behavior of their partners as the discussion proceeds.

For 15 minutes the A's are asked to discuss helpful and non-helpful relating behaviors. As they talk in the inner circle, the participants are asked to demonstrate the behaviors they have described.

During the 15-minute discussion period, Person B will mark the helpful and non-helpful behaviors of Person A on a worksheet such as the form found on the next page.

The A's and B's should reverse roles at the end of the 15-minute discussion period. The A's should observe the behaviors of the B's and place their observations on the form provided. At the end of the discussion period the partners should face one another and give feedback regarding the behaviors observed.

After 15 minutes, the total group should reconvene. Individuals might volunteer to discuss feelings about the perceptions of the person who observed their behavior, and what they learned about their own behaviors.

Such questions as the following might also be discussed in either small groups or the total group:

1. Did you feel threatened when your behaviors were discussed? Why?
2. Does the way others perceive you necessarily mean that that is the way you really are? Why or why not?
3. What does it mean to be defensive?
4. Did you sometimes feel the need to defend your behaviors?
5. When you constantly justify your behavior, what effect does this have on others?
6. Did your partner note a behavior that wanted to change?

Other topics which are pertinent for the total group could be used for discussion. However, the observers would still note instances of helpful or non-helpful behaviors on the form.

Feedback can be provided to others relative to many topics. There are many ways that we can let a person know what our perceptions are. Some activities that peer counselors can use for this purpose include:

1. Select an imaginary gift for each person in the group. The type of gift selected conveys information about your perceptions of the individual. A variation of this activity would be to select a unique gift which would make the other person happy.
2. React to the gifts given to you by other persons. How did they make you feel? Share this information with your group members.
3. Describe each person as you think that individual was at the age of 8-10. Use such terms as shy, aggressive, out-going, withdrawn, etc. Discuss with the individual your level of accuracy. Why were you right or wrong? Has the person changed much?
4. React to the description which others gave of you. Were they accurate? Why or why not?
5. Describe each person as you feel that person will look, act, and be ten years from the present time. Explain as fully as possible why you have certain perceptions of the other person. What kind of job would the other person have, where would he/she live, what type of family, how many children, etc.?
6. React to the type of person others perceive you as being ten years from the present. To what extent do you agree with the perceptions others have of you? Why? Explain fully.
7. Share your perceptions and reactions with the total group. Did you learn anything about your behavior and the behavior of others? Explain.
8. Discuss why it is important to know how others perceive us.

Another task for giving feedback is that of predicting how a person would react under certain circumstances or would respond to certain statements. The degree of understanding how another person feels about various concepts and situations is a clue to the amount of data that individual has given to others about him/herself. (See Predicting Worksheet.) The task can be used to give feedback regarding behaviors as well as the perceptions others have of the person.

Consensus development activities, working in competitive groups to assemble puzzles, constructing designs from Tinker Toys, the use of Lego Men, etc., can be assigned during the peer counseling training sessions to generate data which can be used to provide feedback to individuals about their behaviors. Many such tasks can be found in Pfeiffer and Jones' Handbooks of Structured Experiences for Human Relations Training, Volumes 1-7; and Annual Handbooks for Group Facilitators, 1974-79. Observers can tabulate information regarding the group members on a form such as the one on the next page, or on similar forms which can be developed by the facilitators. The facilitators of the training program should watch that the students functioning as observers are not becoming overly concerned about completing the forms rather than paying attention to the other students' behaviors. If they are sidetracked, the students should be encouraged to put the forms aside and actually observe the behavior. Comments can be jotted down and notes taken for use in providing feedback to students later during the discussion periods.

The ultimate purpose of the activities and tasks described in this section is to help each individual in the group reach the point where he or she can spontaneously and effectively give constructive feedback to other members in the group when necessary in order to facilitate the recipient's growth and development. Meaningful interactions usually exist in a group in which members exchange feedback, both negative and positive, in an unrestrained manner without prompting.

The facilitators of the peer counselor training program should be ever vigilant to insure that the students continue to develop and use this communication skill. Not only the tasks included in this chapter, but similar tasks, should be used throughout the training program to help students learn the words, language and behaviors which can be used in facilitating change, through feedback, in a more positive direction.

How Do You Relate With Others?

NAME: ______________________ OBSERVER: ______________________

(Please check the appropriate point on the continuum.)

1. Ability to give feedback.

1 2 3 4 5	6 7 8 9 10
Withholds feelings	Describes specific behaviors
Engages in labeling	Tells how he/she feels
Finds fault	Is honest, clear, concise

2. Ability to care for and accept another person.

1 2 3 4 5	6 7 8 9 10
Cuts others off	Displays concern
Rejects others	Demonstrates respect
Treats as unequal	Tries to include
Patronizes	Seeks to understand

3. Ability to relate in a congruent manner.

1 2 3 4 5	6 7 8 9 10
Cross examines	Is open and honest
Acts falsely	Identifies feelings
Puts on act	Explains his/her questions
Provokes others	

4. Ability to confront others in a constructive manner.

1 2 3 4 5	6 7 8 9 10
Withholds opinion	Describes effect of other's behavior on him/her
Apologizes	Uses "I" messages
Is unclear about position	Expresses differences openly
Uses "you" messages	Explains his/her position

COMMENTS:

Write any additional information in this space. Use reverse side of paper if necessary.

How Well Do You Know Others?

Can You Predict How The Other Person Will Answer?

PREDICTING WORK SHEET

Instructions: You are to indicate the degree of your agreement or disagreement with each statement on this worksheet, according to the following scale:

Total Disagreement 1 2 3 4 5 6 7 8 9 Total Agreement

Your partner will simultaneously indicate his rating of the statement on his work sheet. Then each of you will independently indicate the rating that you predict your partner gave to the statement. You will then compare your ratings and compute the differences between your predictions of each other's ratings and the actual ratings. The numerical differences are your scores for the round. Each "round" should take approximately two to three minutes.

TOPIC	Your Own Rating	Your Prediction of Your Partner's Rating	Difference Between Your Prediction and Your Partner's Actual Rating
1. I like sports.			
2. I had a happy childhood.			
3. I like the way I look.			
4. I get angry quickly.			
5. I like to dance.			
6. Reading is fun.			
7. I like myself.			
8. I intend to go to college.			
9. I have many friends.			
10. School is for the birds.			
11. I am afraid of dying.			
12. I believe in social action.			
13. Voting is important			
14. I am easily embarrassed.			

TOTAL "DIFFERENCE" SCORE: ______

What Do You See In The Group?

ROLE OBSERVATION CHART

Look for the following functions in the group. Write the names of the persons who play each role. Write comments as necessary.

TASK ROLES:

- Initiating activity
- Seeking information
- Seeking opinions
- Giving information
- Giving opinions
- Elaborating
- Coordinating
- Summarizing

GROUP MAINTENANCE ROLES:

- Encouraging
- Gate keeping
- Following
- Expressing group feeling

TASK AND GROUP ROLES:

- Evaluating
- Diagnosing
- Testing for consensus
- Mediating
- Relieving tension

PEER COUNSELOR TRAINING SESSION PLANNING FORM

At least four sessions should be devoted to activities which help students develop skills in giving and receiving effective and constructive feedback. Review this chapter carefully. Plan the four sessions on the form below.

Giving and Receiving Feedback

1st Session   Date: ____________________

Topic: ______________________   Time Involvement: __________

Activities:

2nd Session: Date: ____________________

Topic: ______________________   Time Involvement: __________

Activities:

3rd Session: Date: ____________________

Topic: ______________________   Time Involvement: __________

Activities:

4th Session: Date: ____________________

Topic: ______________________   Time Involvement: __________

Activities:

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ASSERTIVE TRAINING FOR PEER COUNSELORS

CHAPTER 7

QUEEN D. FOWLER

ASSERTIVE TRAINING FOR PEER COUNSELORS

Queen D. Fowler

In an adolescent peer counseling training group, a very effective tool to use is an assertive training model applicable to students. If at all possible, prior to the actual start-up period for peer counseling, the administration and faculty should have been exposed to a mini-inservice meeting on assertive training in order to familiarize them with the concepts to be presented. The basic ingredients of assertive behavior and its applications to the classroom and other interpersonal situations should have been explained to those teachers, counselors, psychologists, and other facilitators who will be working with the peer counselors.

One team member who has been involved in assertive training could train the facilitators. An alternative approach is to use the services of a trained assertive training consultant to handle that aspect of the program. The amount of time needed depends directly on how this component will be integrated in the peer counselor training program. It's important to keep in mind that the trainer needs to be a constantly effective high level helper. Not only does the trainer have a responsibility to process at a highly integrated level the skills that are taught, but s/he also must demonstrate to trainees the process of integration through frequent and consistent modeling behavior (Gray and Tindall, 1978).

The basic principles of assertiveness training are useful not only in peer counseling, but in almost every training area dealing with interpersonal relations, e.g. group process and personal effectiveness training.

Authorities in the field of assertive training agree that the therapists and trainers should become personally assertive in their own lives. Four key steps are important in becoming a facilitator of assertive behavior, according to Alberti and Emmons (1974):

1. Knowledge of practical learning principles.
2. Familiarity with the literature on assertive training and related areas.
3. Practice with the various components of the assertive facilitation process such as modeling, coaching and covert methods.
4. Active involvement in assertiveness in the facilitators' own interpersonal relations.

Trainers can benefit greatly by experiencing personal effectiveness and control over their lives. They can be more convincing models of assertiveness as well as more self-fulfilled persons. For trainers as well as trainees assertiveness involves continuous learning and practicing to maintain the necessary skills.

Since our socialization process has for the most part addressed itself to "recommended" behavior that is acceptable for males, females, religious leaders, etc., we very often observe that many of the persons above contradict these behaviors by their own actions. As trainers it's important to deal first with your belief system, an awareness of what that is and why, and to move toward honest direct behavior which in some cases will rid you of some widely perpetuated stereotypes. Listed are a few assumptions that need to be tested and dealt with in assertiveness:

Adults are viewed as better than children.
Teachers are viewed as better than students.
Principals are viewed as better than teachers.
Whites are viewed as better than Blacks.
Men are viewed as better than women.

The above can be classified as myths or irrational beliefs that our social structure perpetuates. These myths should be discussed and clarified with peer counselors so that they can determine whether or not they are operating out of this belief system.

People interested in developing better interpersonal relations should become familiar with the components involved in assertive training. It is necessary to study and practice so as to be able to make a choice regarding whether to demonstrate assertive, non-assertive, or aggressive behaviors. One must also learn to deal with the consequences of one's behavior once the choice has been made.

The following is a definitional approach to characteristic ways of behaving.

DEFINITIONAL APPROACH

1.	Assertive I can have power They can have power	- A direct honest way of stating your needs; standing up for your legitimate rights without violating the rights of others. Intent is to express, to communicate effectively.
2.	Aggressive I can have power	- Standing up for your legitimate rights but disregarding the rights of others. The intent is to dominate, to take over.
3.	Non-assertive They can have power	- Self-demeaning, self-denying, inhibited behavior. Intent is to avoid assuming responsibility and/or conflict.

The above definitions should be explained and discussed until peer counselors understand the implications and ramifications of each. Role playing and the development of simulated situations in which the above types of behaviors could be depicted and practiced should be encouraged.

Assuming responsibility for one's own behavior is a vital component of effective assertive behavior. Ability to express one's needs, wishes, wants, and ideas and to deal with the consequences can be clarified by using "I" statements when responding. It is important, as indicated in a previous chapter on values, to recognize when the relationship of two or more persons is in jeopardy because ownership and identification of the conflict and its components are not clear. Sometimes the conflict is one of values; sometimes it is a conflict of needs. When something in a person's behavior is preventing you from meeting your needs, you should clearly state this fact by using "I" statements that identify your feelings and concerns.

It is important at each of the four sessions devoted to assertive training to allow time for practice. Students should be asked to divide into dyads first; and later two dyads can come together to form quads to discuss an area on which they've been working since the previous session, or role-play a different situation. Each person should take a turn as the speaker and a turn as the listener. On a rotating basis each person will provide the others with feedback as it relates to eye contact, tone of voice, listening attentively, "I" statements, non-verbal behaviors and other components of communications while dealing with the three behaviors: assertiveness, non-assertiveness, and aggressiveness.

Facilitators or trainers should move about from group to group and provide clarity where needed in the practice sessions. A log of situations worked on prior to this session may be helpful to chart progress. At the appropriate time the facilitator should move everyone back into the total group and ask for volunteers to share their experiences. One of the ground rules established earlier is the option to pass when any member of the group does not feel comfortable about revealing a particular situation.

Following are specific examples from which trainers and peer trainers may model or use real situations for further practice along with discrimination exercises.

I. Examples of Non-assertive, Assertive, and Aggressive Behavior:

(Review each of the following situations. Think of similar ways you can develop your assertive responses. You may want to choose a dyad partner and practice a situation of your own.)

A. One of your classmates calls you on the telephone just as you're about to leave the house. She begins to discuss personal problems with you about her boy friend. You are in a hurry and you want to get off the telephone. You respond by saying:

1. "I don't have time to deal with your problem. My time is very valuable. You always seem to get yourself involved with little problems. I'm too busy and I have something to do. Goodbye." (Aggressive: lack of regard for the other person's needs and wishes.)
2. You pause, and listen... and listen... and continue to do so when you really want to leave. (Non-assertive: attending to the needs of the other person and denying you own.)
3. "I'll be happy to listen to your problem later. I was on my way out as you called. I'll call you back later this evening." (Assertive: direct and honest statement of wishes.)

B. You have a date. You're sitting in the living room waiting for your friend. He comes in forty-five minutes late, and without discussing his reason for being late asks, "How are you? Are you ready to go?" You respond by saying:

1. "I guess I'm okay" stated rather softly with a look of disgust on your face. (Non-assertive: an indirect way of attempting to communicate the real message.)
2. "Great. Yes, I'm ready." smiling. (Non-assertive: denial of real feelings.)
3. "How do you think I am? How would you be? I've been sitting here waiting for you almost an hour. Did you ever stop to consider my feelings? You're selfish." (Aggressive: direct attack, an effort to humiliate her date for being late.)
4. "I've been looking forward to our date this evening, but I really am a bit angry because of the lateness. I've been waiting so long. I would like it if you're on time or advise me if an emergency occurs." (Assertive: an appropriate and direct statement of wishes and feelings.)

C. Your friend asks you to lend him some money to buy lunch in the school cafeteria. You have loaned him money in the past several times and he still owes you. You respond by saying:

1. "Well, uh, I'm not sure I have enough," frowning and muttering under your breath but saying little else directly to anyone. After pausing, you finally say "O.K." (Non-assertive: denying your own feelings - giving in when apparently you are not comfortable doing so.)
2. "Are you kidding? I like your nerve! Absolutely not, you'll not take advantage of me anymore. You must think I'm a fool!"

200

shouting (Aggressive: hostile, overreacting.)

3. "I understand you need money but I do not wish to lend you any money today. I would like for you to pay me the money I loaned you before as soon as possible. In the future I would like for us to make a committment to stick to deadlines to pay back when money is borrowed." (Assertive: direct and honest response, standing up for your legitimate right; showing a right to deny a request and not feel guilty.)

D. You're in class. Someone is talking loudly and is disruptive. Your teacher thinks it's you and harshly reprimands you verbally in front of the other students. You are not guilty. You respond by:

1. Saying nothing now or later and feeling hurt. (Non-assertive: refraining from standing up for your legitimate right; not expressing your feelings.)
2. Whispering to a classmate how unfair the teacher is. (Non-assertive: inhibited behavior, indirect response.)
3. Standing up and saying, "I resent your lying on me. You don't know what you're talking about and you'd better get your facts straight." (Aggressive: intent is to get even, retaliate, humiliate, showing hostility, disregarding other person's feelings, threatening.)
4. "I heard the accusation and I would like to advise you that I am not the person. I would like to clarify my position and perhaps talk with you after class." (Assertive: standing up for legitimate rights without violating the rights of others.)

In the above situation, perhaps a more appropriate time to confer with the teacher would be after class. Students may have more time to deal with feelings and a better understanding of both persons' points of view. Hopefully a climate has been established within the classroom that is conducive to mutual respect by teacher and students. (For additional school situations refer to Alberti and Emmons, 1976, pg. 58.)

II. "Bill of Rights"

In assertiveness training a "Bill of Rights" can be identified for each person. This "Bill of Rights" symbolizes the rights which each person automatically has when he is relating to others.

The following list of rights as modified from several authors is applicable in the P.E.E.R.S. program:

A. The right to be treated with dignity and respect.
B. The right to express your own feelings and opinions.
C. The right to say no without feeling guilty about it.
D. The right to make a request and to be listened to.
E. The right to privacy.
F. The right to free time.
G. The right to deny a request.
H. The right to choose not to be assertive.

Identification of these rights aids us in acting on our belief system. Students should discuss the implications of each item on this bill of rights. Trainers may have students add to this list or rank these in order of importance to them.

III. Practicing "I" Messages

An effective way of communicating with peers is to find ways to talk to each other so that they will be listened to. An easy way to demonstrate the difference between ineffective and effective confrontation is to practice the appropriate use of either "You" messages or "I" messages. Early in the training sessions, when students are asked to examine their style of responding, they are frequently surprised to discover that almost all of the ineffective messages sent during confrontation began with the word "You" or contained that word some place in the message.

"I" messages are more effective and healthier influencing a person to modify behavior that is unacceptable in interpersonal relationships. An "I" message is a message through which an individual expresses directly to another individual how s/he feels and/or reacts to a situation or unacceptable behavior. The "I" message is much less prone to provoke resistance and rebellion but is more likely to give to the listener a clearer understanding of how he/she is affected by the behavior of others. To communicate to a peer honestly the effect of his/her behavior on you is far less threatening than to suggest that there is something bad about him/her because he/she engaged in that behavior.

Following are some examples of "You" messages and "I" messages:

These are "You" oriented

You shouldn't do that.
You want attention.
You should know better.
Why don't you do it this way?

You did it again.

Don't you ever .....

These are clearly "I" messages

I cannot study when others in the library are talking.

I don't feel like going out when I'm tired.

I sure get discouraged when I practice so hard and our team loses the game.

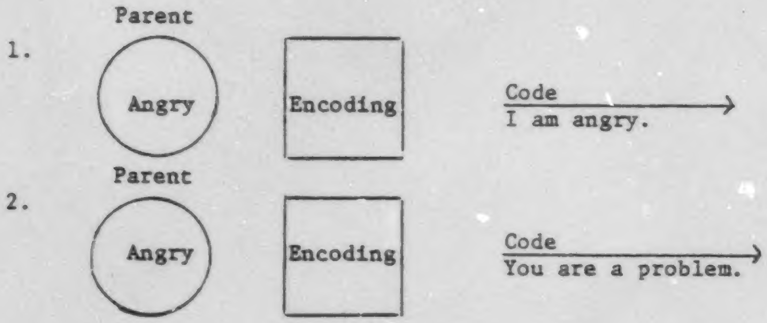
I'm worried about getting a low grade in math.

I prefer to do it this way.

I should ....

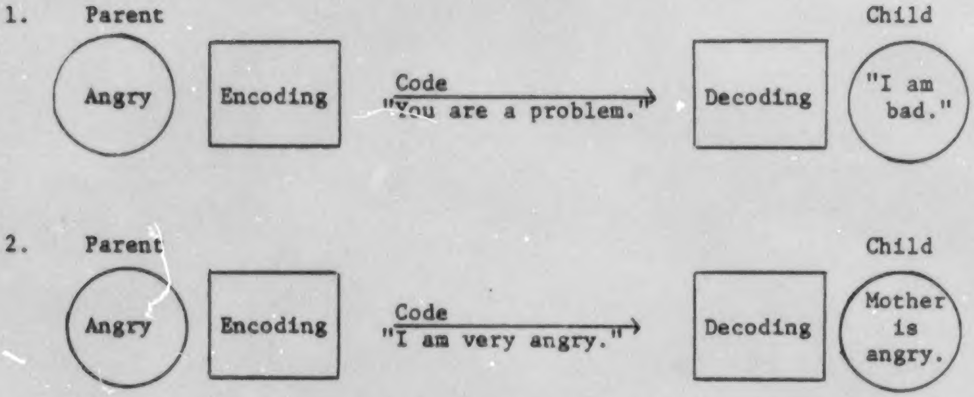
When a person's behavior is unacceptable to another person because in some way the behavior interferes with that person's right to satisfy his/her own needs, the person in the relationship who does not accept the behavior "owns" the problem. S/he is angry, upset, disappointed, harrassed, etc. To let the other person know how s/he is feeling it is necessary to select a workable code. A diagram illustrating an exchange between a parent and a child in the above situation may look like this from the parent's point of view:

Diagram I



Consider the above messages from the point of view of what the child hears:

Diagram II


1.
Parent
Angry
Encoding
Code
"You are a problem."
Decoding
Child
"I am bad."
2.
Parent
Angry
Encoding
Code
"I am very angry."
Decoding
Child
Mother is angry.

In diagram one the statement, "You are a problem" is not a good code for the parent's angry feelings. A code that is clear and accurate will always be an "I" message: "I am angry," "I get upset when ....," "I want to ..." "I" messages communicate the feelings the parent is experiencing. A "You" message code does not send the feeling. It refers more to the child than to the parent.

In the second diagram notice that the first message is decoded by the child as an evaluation of him. The second is decoded as a statement of fact about the parent. "You" messages are poor codes for communicating what a parent is feeling in this instance because they will most often be decoded by the child in terms of either what s/he should do (sending a solution) or how bad s/he is (sending blame or evaluation).

In putting "I" messages to work role playing in the training is necessary.

Very often a re-enactment of a real situation at home, school, or in a social setting clarifies the appropriate use of "I" messages. A clear understanding of avoiding the use of "I" messages to accentuate the negative must be emphasized throughout the practice and role playing. Sending a message that says, "I feel you are a misfit" is just as much a "You" message as, "You are a misfit." Students are instructed to drop the "I feel" and state what they feel specifically, such as, "I was disappointed," or "I was upset because I thought we had agreed that we would meet promptly at 2:00 p.m. and now it's 4:00 p.m."

It is necessary to know that in the limited amount of time of the training model one must realize that even the clearest of "I" messages does not always work in that the person may not change the behavior that is interfering with another person meeting his/her needs. Conflict of needs situations may enter into the process and other steps must be taken to deal with this component. "I" messages will, however, provide a clearer and more accurate description of a person's needs and feelings, and will clarify who owns the problem in a particular situation.

The following format can be used during the four sessions allocated for the development of this component of the P.E.E.R.S. program in assertive behavior:

Session I:

A. Assertive training inventory

B. Overview - definitional approach

  1. Assertion
  2. Non-assertion

    3. Aggression

    4. Trends, etc. (Why needed/not needed)

Session II:

C. Communication skills

    1. Listening styles

    2. Rights

    3. Blocks

    4. Skill training

    5. Irrational beliefs

    6. Empathic component

Session III:

D. Specific steps in assertion

    1. Demonstration/role play

    2. Total group sharing

E. Discrimination exercises

F. Supervised practice

Session IV:

    1. Total group discussion of take home problems

    2. Film presentation (Vignettes)

    3. Identification of specific problems to work on (Individual and group)

SUMMARY

The need for assertive training in an adolescent peer counseling group has been documented by several behavior therapists. Fensterheim (1975) describes how he conducts a "typical" assertive group which meets once a week for 2½ hours for a four-week period. First clients go over homework assignments, after which they may deal with special problems encountered. They then deal with assertive experiences of the preceding week. Behavior rehearsal and modeling are used, and when necessary special examples and exercises are demonstrated.

While there are several authors who have focused their earlier writings on assertive training for women, the basic concepts and skill training are applicable for men and for adolescents as well. Jakubowuski (1973) demonstrates this very well as does Cheek (1976) in "Assertive Black/Puzzled White" in which he highlights similarities of purposes and goals but different techniques related to racial and cultural background.

Assertion feels good. It is, however, not an easy skill to learn, especially since many of us have been taught that it is wrong. It's important to remember that practice is an absolute must. Eventually assertive behavior will become a part of an individual's make-up, and s/he will find him/herself responding most of the time in an assertive manner.

Any of the three behaviors, (assertion, non-assertion, or aggression) when used inappropriately, will not be beneficial. It must be emphasized that trainers and students should have a clear idea of the differences between these three ways of acting; should be able to deal with the consequences of each; and should recognize the fine lines of high quality and low quality responses.

The bottom line in adolescent peer training is to remember you always have a choice. Hopefully it is to stand up for your legitimate rights. Be assertive or at least know why not.

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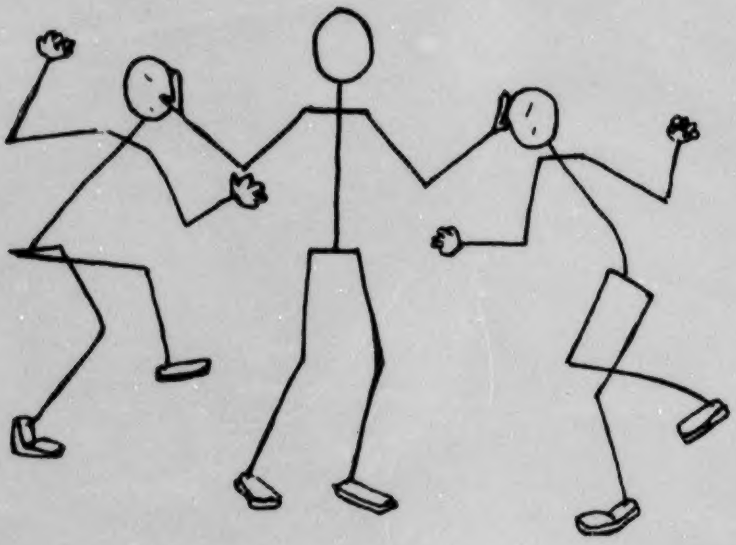
DEVELOPING EFFECTIVE CONFLICT RESOLUTION SKILLS



CHAPTER 8

MILDRED R. BUCK

DEVELOPING EFFECTIVE CONFLICT RESOLUTION SKILLS

Mildred R. Buck, Ph.D.

Conflict has been defined (Funk and Wagnall's Standard College Dictionary, 1966) as "a struggle between opposing forces; a battle; a war; a condition of opposition and discord; mutual antagonism, as of ideas, interest, etc.; a clash between contradictory impulses within an individual; a dashing together; a collision."

When one considers the definitions of conflict as presented above, negative connotations begin to emerge. When people are asked to describe "conflict," such words as oppose, battle, discord, antagonism, clash, contradictory, collision are commonly used. While conflict might, in some sense, encompass part or all of these aspects, conflict can also be constructive and result in many positive results.

It is not the mere presence of conflict that is "bad," but rather the failure of the individuals involved to handle the conflict constructively. When conflict is manipulated constructively, a closer, more meaningful relationship might develop as a result of the ventilation of feelings and the exploration of reasons for the conflict. Higher quality relationships, which tend to last, have withstood stress and frustration, and been involved in some level of conflict.

The primary objectives of this component of the peer counseling training program are to:

1. Facilitate students in developing higher levels of awareness of effective strategies for dealing with conflict situations.

2. Develop students' specific responses and techniques for handling particular conflictual circumstances successfully.
3. Introduce to students one procedure for working through conflict; that of negotiation.
4. Facilitate student learning of negotiation skills which will result in the resolution of conflict.

An individual may be involved in a conflict related to personal and interpersonal needs, concepts and expectations, or a conflict related to goals and objectives, and the ways or means of obtaining these goals and objectives.

The skills which can be taught to young people for the successful and effective resolution of conflict are useful in both interpersonal and personal situations.

In order for the student to be able to handle any conflict situation, s/he must be able, first, to both objectively and subjectively survey the conflictual circumstances.

Objectively surveying the situation means that the student attempts to free him/herself from personal feelings, opinions, prejudices, etc. S/he detaches him/herself from the conditions relative to the conflictual situation and attempts to analyze the actual phenomena surrounding the conflict as distinct from inner and/or imaginary feelings and thoughts.

When subjectively surveying the conflictual situation, the student incorporates his/her personal interests, emotions, prejudices, etc. into the total analysis of all the circumstances involved. The introspective process involved includes treating the inner experience and emotionality relating to and enveloping the conflict.

By objectively and subjectively reviewing the total situation the student will be able to obtain an accurate perception of all the issues and ramifications of the conflictual circumstances. A tentative definition of the conflict can be developed.

Students must also be helped to conceptualize and accept the fact that conflict is inevitable. Any interpersonal relationship that is a relationship at all will undergo significant moments of conflict. A relationship without conflict, without stress, without turmoil, is not a relationship at all. It is a bland, colorless situation, devoid of the zest, substance, spice, that make interaction between individuals qualify as a real, viable relationship.

Thus, it is mandatory that students learn how to work through such periods of stress successfully if they are to maintain a high level of mental health.

Walter and Scott (1973) state that not only is conflict inevitable but it is necessary for successful problem solving:

> Disagreement is a prerequisite for purposive discussion, and it may often contribute important junctures during discussion from which the participants can build toward better understanding of problems...Disagreements represent various interpretations to weight and choose; potentially, therefore, they provide profitable inquiries to pursue. (p. 253)

The perusal and analysis of diverse, conflictual ideas, should be not only allowed but encouraged in order to reach an in-depth understanding of the issues and eventually develop the best possible solution to the problem.

Many of the daily conflicts which students have are relatively easy to handle. For example, the average student can cope successfully with the stress that accompanies such problems as which subjects to select from the presented curriculum, how to spend his/her allowance, which clubs to join, how to use leisure time, etc.

Needless to say, many students need help in making decisions related to even these concerns. The format presented in this component on resolving conflict can be utilized successfully regardless of the severity of the problem.

However, few students are able to handle successfully more difficult problems, such as unwanted pregnancies, parental conflicts, loss of a job, failure in a course, disagreement with peers or authority figures, and similar conflicts, without help. Such help can be provided to students by their peers who have been trained in effective conflict resolution.

The ability to resolve conflicts effectively is an important interpersonal skill which can be taught to peer counselors. Like any other skill, peer counselors find such a complex process as conflict resolution easier to understand and to use effectively if it is broken up into its component parts.

The total procedure relative to the conflict resolution involves such sub-skills as listening, diagnosing, negotiating, clarifying, brainstorming, and other communication skills which students, with practice, can learn to employ.

The present model for training students in the development of conflict resolution skills begins with the recognition, examination, and explanation of strategies presently used frequently by the student. While no one responds to all conflictual situations in the same way all of the time, most individuals can be taught to recognize their usual mode of responding under conditions of stress and frustration.

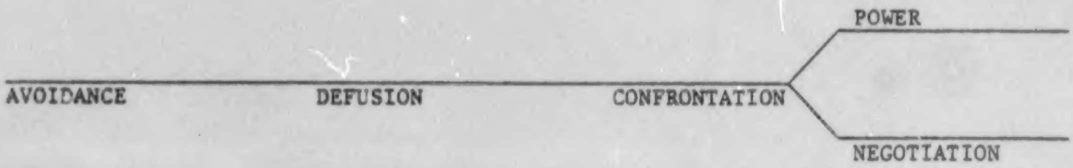
The following exercise encourages young people to pinpoint their life style relative to conflict situations. Each student is given a list of situations in which s/he is asked to mark on a continuum the manner in which s/he usually reacts under the circumstances. The list might include items such as those found on the *Buck Conflict Resolution Survey*.

Conflict Resolution Survey

The student should be instructed to imagine a situation in which s/he would find him/herself that might be *suggested* by the wording of the item. The imagined scenes would be unique for each individual. A discussion might follow in which students would share with one another the particular manner in which they interpreted each item and the reasons for "conjuring up" the particular scene.

Before presenting the *Buck Conflict Resolution Survey* the use of the following terms should be explained to the students: (1) avoidance (2) defusion (3) confrontation (4) power (5) negotiation.

The terms should be explained as existing along a continuum similar to the one drawn below, with avoidance at one end of the continuum, and confrontation at the other end.



The discussion should lead to understanding that no one operates at any one point on the continuum all of the time, under all circumstances. Rather, individuals tend to fluctuate along the continuum; sometimes avoiding, sometimes delaying, sometimes confronting.

However, an analysis of an individual's typical reaction to conflict over a period of time will reveal a pattern of behavior which tends to place the individual at a particular point on the continuum most of the time. Thus, each of us has a style of reacting to conflictual situations which tends to be characteristic.

If a student can be taught to recognize this usual style of behavior, s/he can also be taught to change this style of reacting under varying circumstances.

The three styles of reacting may be described in the following manner:

I. AVOIDANCE

Avoidance is one strategy used by many people when faced with conflict. This tactic allows the individual to repress the emotional reaction, and in effect not notice what is going on, or to withdraw from the situation altogether. Frequently, individuals who cannot face up to the conflict situation, either because they feel safer when they escape from the threatening circumstances or because they do not have the skills to negotiate conflict effectively, will use avoidance strategies.

The problem with avoidance tactics relates to the way the individual feels after using them. Frequently, feelings of doubt regarding his/

her abilities to cope, fears about what to do under similar circumstances in the future, and concern about individual characteristics relating to courage, determination and persistence, emerge.

II. DEFUSION

A second strategy, defusion, is the most frequently used tactic by persons faced with conflictual circumstances. Defusion is a term used to describe delaying maneuvers which allow the individual to avoid direct confrontation by doing something else. When such actions are employed, salient issues remain unclear, and clarification is avoided as long as possible. The student who uses defusion in handling conflict situations tends to delay facing major problems by using available time to resolve minor points which may or may not be pertinent to the issues.

As with avoidance tactics the final results of too frequent use of defusion include strong feelings of dissatisfaction with one's ability to cope with conflictual circumstances successfully. Anxieties begin to develop regarding how such situations will be handled in the future. Such students are worried about their abilities in this area, and concerned about developing tactics which could be employed more successfully in the future under similar circumstances.

III. CONFRONTATION

At the other end of the continuum is the third and most effective strategy which might be employed to deal with conflict situations: confrontation.

Confrontation may be defined as a process in which the opposing elements or facets of a conflictual situation are brought together for comparison and analysis. During the confrontation, discrepancies in the behaviors of all persons involved are identified and examined.

Thus, confrontation refers to the face-to-face, direct, interpersonal interaction in which one or more persons involved in the conflict explore all aspects in order to settle the situation. In this segment of the peer counselor training program, students are taught to *confront* other students in a *constructive*, "helping" type relationship.

Unfortunately, the word carries *negative* connotations as it is commonly used in everyday interchange. When students are asked to freely associate to the word confrontation, such words as "aggression," "fighting," "lose," "angry," "hostile," "dislike," "cursing," "hate," are most frequently given. Trying to change such negative feelings and ideas as they relate to the concept of confrontation is one of the most difficult activities related to the whole process. But the student has to change his manner of conceptualizing confrontation if this tactic is to be used successfully and positively.

One way of doing this is to start the process by clearly distinguishing between *power* strategies and *negotiation* strategies of confrontation.

Power strategies are tactics which emphasize strength or force directed toward someone else. Such strategies might include punishment, threats, bribery, and physical and/or verbal aggression. When people choose to use power strategies when they confront others, they are usually operating from a theoretical base which emphasizes the superiority of one person over another. Such superiority may be conceived of in terms of social class, race, degree of authority, intelligence, position or job function. Thus, power strategies are win-lose tactics; i.e., when the conflict is over, the individual(s) on one side of the issue will be perceived as the winner(s), while the individual(s) on the other side of the issue will be categorized as the loser(s).

The winner might feel that he or she was successful and that time and energy spent in resolving the conflict were worth the effort. However, for the loser the battle has just begun! As a result of the conflict, the loser might experience one or more of the following traumatic sensations: hatred, anxiety, hostility, rejection, physical damage, envy, fear, and many other unpleasant emotions. Depending upon the depth and extent of the feelings experienced, there is a high probability that the loser will spend a great deal of time and energy determining how to "get even," and developing strategies for defeating the winner.

Negotiation strategies are management techniques which emphasize the need for all parties involved in the conflict to experience some degree of "winning." Thus, negotiation strategies are win-win tactics, in which each person succeeds in obtaining all or part of his/her objectives.

The purpose of negotiation strategies is to resolve the conflict in a manner which is mutually satisfying to everyone. This goal is best reached through such tactics as compromising, developing consensus, "give and take."

Of all the various conflict resolution strategies along the continuum, negotiation produces the most positive and least negative effects.

The focus of this component of the peer counselor program shall be on developing negotiation skills. Such skills must not only be introduced and taught by the facilitators, but in addition, must be learned and practiced by the peer counselors.

Successful negotiation includes many of the effective communication skills used under other circumstances. But the peer counselor learns to combine these communication skills in a particular manner which insures the success of the outcome of the negotiation procedure.

The model for developing negotiation skills includes the following procedures:

I. Diagnosis

The student can learn to begin the negotiation process by determining the nature of the conflict. It is important to know whether the conflict involves ideological concerns, and is, in essence, a conflict relating to the values of the persons involved; or whether the difficulty is a real or tangible conflict. In some cases both values and tangibles are involved in the conflict.

A conflict of values becomes exceedingly difficult to negotiate because of the strength with which individuals tend to hold and maintain their values and because of the emotionality surrounding these values.

Values are complex, and relate to the perception of worth, utility, esteem, or significance which an individual holds for an object, concept, person, etc. Such values develop over a lifetime and are interwoven into the very fabric of the person's being. Since values take such a long time to develop and require such an extensive investment of personal energy, it is logical to believe that a comparable amount of time and energy would be required to bring about a change in an individual's values.

It is more productive to teach students to concentrate on the tangible effects of the conflict and to deal with value change after a successful solution to the problem has been found, if possible.

The student can be taught to devise a realistic solution for that portion of the problem which is perceived as "real," or tangible.

For example, if the problem is defined as excessive drug use within a particular educational setting, peer counselors, by following the problem-solving procedure outlined, might be more likely to establish a solution if they deal first with such tangible issues as:

1. The fact that drug use is against the law in our society and the penalties that would follow if the student is caught using the drugs.
2. The fact that drug use on school premises is a breach of school rules and regulations, and that the student would be punished by the administration if caught.
3. The physical abuses related to drug use as presented in the medical research and literature.

The issues related to the morality of drug use and the values which the students hold regarding drug use might also be examined and explored. However, peer counselors should understand that changing values requires a huge investment of time and effort and a totally different procedure (see the chapter on Values Clarification).

However, in most cases, the problem solution can be implemented, even though all parties involved might hold different values regarding various facets of the problem.

Diagnosing also includes understanding the causes which underlie the problem and the events which trigger the recurrence of the problem. The student can learn to identify his/her behaviors and the behaviors of the other person that are considered to be unacceptable as they relate to the conflict situation. In addition, the student can learn to identify and understand those incidents which tend to precipitate the occurrence of problem episodes.

One way of doing this is to have the student list on a form, such as the following, as much information as possible in each area.

DIAGNOSING THE PROBLEM

I define the problem as:	The other person defines the problem as:	My behaviors which the other person finds unacceptable:	The other person's behaviors which I find unacceptable:	Events which tend to trigger the conflict:
		1.	1.	1.
		2.	2.	2.
		3.	3.	3.
		4.	4.	4.
		5.	5.	5.
				M. Buck, '79

II. Initiation:

In interpersonal situations, the second skill which peer counselors should master, is that of effectively initiating the confrontation. How the confrontation begins can mean the difference between whether the conflict is a success or a failure. If the confrontation does not begin on a positive note, the participants may not continue the process long enough to reach a solution.

The student learns to initiate the confrontation with another individual only when:

A. The confrontation can be undertaken in a caring and helpful atmosphere.

B. The confrontee is able to accept the confrontation and work with it, or do something about it.

C. The confronter is able to undertake the confrontation without producing defensive behavior on the part of the confrontee.

D. Discrepancies between what the confrontee says, feels, and does can be detailed in a logical manner which can be understood and accepted by the confrontee.

E. The purpose of the confronter in initiating the confrontation is to help the confrontee in his/her positive growth and development.

F. The confronter has the time necessary to become significantly involved with the confrontee.

G. The confronter has learned to use "I" messages effectively rather than "You" messages when initiating the confrontation.

H. The confronter understands that confrontation is not synonymous with verbal attack or aggressing physically or verbally toward another person.

I. The confronter can initiate the confrontation without attacking or demeaning the other person.

If all or most of the above outlined conditions do not exist, then the peer counselor must take the time and employ the skills to help produce the appropriate circumstances for involvement in a constructive confrontation.

In addition, confrontations are successfully initiated when the confronter clearly explains to the confrontee the tangible effects which the conflictual situations have on the confronter. Time should be allowed for the person confronted to respond to each item.

III. Listening

The third skill, listening, is an important facet of negotiation. Listening is a communication skill in which the individual makes conscious use of the sense of hearing and actively (as opposed to passively) attends to what is going on. Listening involves the interpretation of what is said, while hearing means merely to perceive sound.

The confronter learns to employ reflective listening; that component of listening which requires the abilities to:

A. Reflect, paraphrase, and clarify the other person's statement.
B. Indicate, through both verbal and non-verbal language, that the message has been received as intended by the speaker.
C. Respond by concentrating on tangible outcomes and by avoiding value statements regarding what has been heard.

Some of the exercises explained in the section on Developing Effective Communication Skills could be reviewed and practiced during this component of the peer counselor training program. For example, the following exercises will help peer counselors understand the necessity of listening to each other accurately as opposed to merely hearing words without comprehension:

A. Listening Triads

1. Triads are formed.
2. Participants in each triad label themselves A, B, or C.
3. The facilitator distributes the topics for discussion. Such topics should be relevant to the group.
4. In each group one person will act as referee and the other two as participants in a discussion of one of the topics found on the sheet. One participant will be the speaker and the other the listener.
5. The following instructions are given by the facilitator:
    a. The discussion is to be unstructured except that before each participant speaks s/he must first summarize in his/her own words, without notes, what has been said previously.
    b. If the summary is thought to be incorrect, the speaker or the referee is free to interrupt and clear up all misunderstandings.
6. Each member of the triad takes a turn as speaker, listener and referee. Each person may take about seven minutes.

After the triads have completed their task the following questions might be discussed by the entire group:

1. Did you find that you had difficulty in listening to others during the exercise? Why?
2. Did you find yourself rehearsing what you were going to say?
3. Did you have difficulty formulating your thoughts or forget

what you were going to say? Did you notice this in others?

4. When others paraphrased your remarks did they do it in a shorter, more concise manner?
5. Did you find that you were not getting across what you wanted to say?
6. Was the manner of presentation by others affecting your reasoning ability? Did you notice this in others?

B. Active Listening:

Active listening can also be increased in the following manner. One participant makes a declaratory statement. The responding member acknowledges the message by saying: "You feel (somehow) about (something)." Then the respondent may declare something which is to be acknowledged by the first sender. They continue until they are satisfied that they understand each other.

C. Not Listening:

In order to experience the frustration of not being heard, participants might form dyads. Members are given opposite viewpoints about a particular topic and are asked to discuss their viewpoints at the same time, or make certain that they do not listen to each other's point of view. Time should be spent with the entire group discussing the frustrations and feelings of each member.

IV. Problem-Solving Process

Johnson and Johnson (1975) define a problem as "a discrepancy or difference between an actual state of affairs and a desired or ideal state of affairs." Problem solving is the process of resolving the unsettled matters and of finding an answer to the difficulty.

The fourth skill, the ability to solve problems effectively, is complex and involves the following structured steps which the peer counselor can easily learn to follow.

A. Clarifying the problem:

1. Describe, in detail, how you perceive the problem.
2. Describe how all other persons perceive the problem.
3. State the problem as you see it now.
4. Re-phrase the problem in terms of the ideal situation (i.e. how you want it to be).
5. Make a list of all the helping forces related to the problem.
6. Make a list of all the restraining forces related to the problem.

B. Brainstorming:

All persons involved in the conflictual situation should work together in generating as many possible solutions to the problem as possible. This should be done first in a brainstorming session, during which critiquing is withheld.

The second step in this process is to carefully evaluate each of the solutions proposed. Those solutions which are clearly unsuitable are discarded, while other solutions remain on the list as possible alternatives.

C. Consensus:

Through a consensus development process, the parties involved should determine the best solution to the problem or conflict. The solution selected from the list of alternatives should be the one judged by all concerned to be the best when all facets of the problem are considered.

D. Implementation:

All persons involved should plan the implementation of the solution selected. The process should include:

1. A clear understanding of the solution to be employed.
2. A clear understanding of the manner in which the solution is to be carried out.
3. A clear understanding of how, where, and when the solution is to be implemented.

E. Evaluation:

A plan for the evaluation of the selected solution should be developed.

F. Re-assessment:

All parties involved in the problem situation should clearly understand that if the proposed plan does not work, then the entire process should be re-initiated, and gone through step by step.

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BARRIERS TO CONFLICT RESOLUTION

During the peer counselor training program, students should be made aware of certain types of behaviors which work against successful conflict resolution. Such behaviors include:

1. Failure to understand clearly the extent, underlying causes, ramifications and consequences of the conflict. The students should be alerted to the necessity of spending adequate time at the beginning of the conflict resolution process in determining the nature of the conflict. If the problem is not clearly defined, the solution may be doomed to failure.
2. Failure to motivate the participants in the problem solving procedure to the extent that they would be willing to invest the intellectual and emotional energy necessary to reach a solution to the problem.
3. Lack of good communication skills manifested in the group. If the students have not learned to listen reflectively and actively, to postpone gratification, to provide constructive feedback, to negotiate effectively, etc., a solution is less likely to be found for the problem.
4. Failure to have all of the facts necessary to solve the problem.
5. Failure to spend enough time evaluating all of the alternative solutions generated during the brainstorming session. If solutions are selected prematurely, the rate of failure relating to the problem solving process will tend to increase. In addition, participants will cease the generation of ideas if their contributions are criticized prematurely. Divergent thinking should be encouraged during the solution development process.
6. Failure to develop a cohesive, trusting, supportive group before the problem solving process begins. Lacking respect and caring within the group, participants tend either to become stymied and withdrawn, or to over-react and aggress toward others in the group.

SUMMARY OF CONFLICT RESOLUTION PROCEDURES

I. Objectively and subjectively survey the conflictual situation. This phase should include the development of a tentative definition of the problem, which includes:

   A. How do the persons involved define the conflict?

   B. How do all parties involved perceive one another's behavior and how those behaviors contribute to the problem?

   C. What are the points of disagreement or the differences as perceived by all parties involved?

II. Determine the habitual style of behavior in the conflictual situation. One of the following patterns might be selected for further examination:

   A. Avoidance - the process of repressing emotional and physical reactions to the conflict and/or withdrawing altogether.

   B. Defusion - the tactic of delaying the response to the conflict, and avoiding clarification of the issues.

   C. Confrontation - a process in which the opposing elements or facets of a conflictual situation are brought together for comparison and analysis. During the confrontation, discrepancies in behavior are identified and examined. Confrontation can be either from a position of power, or from the more positive stance of negotiation.

III. Learn and implement negotiation skills:

   A. Diagnosis, or the ability to determine the nature of the conflict.

   B. Initiation, or effectiveness in initiating confrontation.

   C. Listening effectively, or actually hearing the other person's point of view.

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D. Problem solving skills, which include the processes of:

1. Clarifying the problem, which includes determining where each person involved stands on the issue.
2. Brainstorming, or generating as many solutions for the problems as possible, and evaluating each solution to determine the worth of each in solving the problem.
3. Developing consensual thinking regarding the best possible solution to meet the needs of the situation.
4. All persons involved in the conflictual situation working together in developing a plan to implement the selected solution to the problem.
5. Developing a method for evaluating the implementation of the selected plan.
6. If the selected solution is found not to be successful in solving the identified problem, the entire procedure as outlined above (No. 1-5) would be reiterated, again and again, until a successful solution is found.

BUCK CONFLICT RESOLUTION SURVEY

Please place a check in the appropriate space indicating how you usually react in conflictual situations:

A - Avoidance
D - Defusion
Confrontation: P - Power
N - Negotiation

	A	D	C-P	C-N
1. Argument with brother or sister.				
2. Argument with authority figure.				
3. Conflict with parent.				
4. Failure in classroom subject.				
5. Failure on job.				
6. Failure with selected project.				
7. Conflict with friend regarding selected activity.				
8. Political argument about best way to vote.				
9. Conflict involving sexual situations.				
10. Conflict regarding drug abuse.				
11. Conflict regarding alcohol abuse.				
12. Conflict with parents concerning clothing.				
13. Conflict with parents concerning amount of allowance.				
14. Religious disputes.				
15. Being told that you cannot do something that you had planned to do.				
16. Not receiving a deserved promotion.				
17. Conflict regarding unwanted pregnancy.				
PLEASE ADD ANY OTHER CONFLICTS AND JUDGE YOURSELF ACCORDINGLY.				
1.				
2.				
3.				
4.				

Worksheet for
DEVELOPING PROBLEM SOLVING STRATEGIES

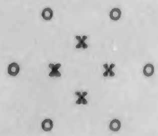
Clarification of the Problem	Brainstorming: Possible Solutions	Evaluation of Each Alternative	Consensus Development	Plan for Implementation of Selected Alternatives	Evaluation
The problem to be analyzed is:	1.	1.			
	2.	2.			
	3.	3.			
	4.	4.			
	5.	5.			
	6.	6.			

M. Buck, '79

SUGGESTED ACTIVITIES

1. Form fishbowls of 6-10 members to explore various problems which are relevant to the total group. Those persons working on the problem will sit in the fishbowl while the remaining participants serve as observers, as in this diagram:

o = Observers



x = Participants work on the selected problem

The observers should give participants feedback regarding their ability to use the negotiation skills. When the total group reassembles, a reporter from each fishbowl, selected from the observers, could make a report regarding the solutions developed.

2. Role-playing can be used to provide an opportunity for students to practice conflict resolution, confrontation, problem-solving and negotiation skills. Problem situations, similar to the following, might be developed for role-playing purposes:

   A. Mary is chairperson of the year-end activity planning committee for her senior class. Some of the students want to have a disco dance; others a luncheon; and still others a square dance. It has been impossible to reach a consensus. The deadline for the final decision is only five days away.

   B. John has just moved to the city. Many of his new friends frequently use marijuana, and urge John to follow suit. He is having difficulty deciding what to do.

   C. The high school students are not allowed to leave the school premises for lunch. A new hamburger stand has been built near the school and the students are determined to change the rules regarding where they can eat their lunch.

D. The senior class is evenly divided between Black and White students. An election was just held. The newly elected class officers are: Bill, President (White); John, Vice-President (Black); Mary, Secretary (Black); Jane, Treasurer (White). As an executive committee, they are determined to change the climate of the school which is characterized by racial prejudice, tension and violence between the two racial groups.

3. Use various consensus-seeking tasks found in the Annual Handbooks for Group Facilitators (Jones & Pfeiffer 1973-1979). Examples are:

   A. Kerner Report
   B. Lost on the Moon
   C. Lost At Sea
   D. Wilderness Survival

   The fishbowl technique could be employed, with the observers given forms for reporting the behavior of participants relative to problem solving techniques while performing the tasks.

4. Design case studies around controversial issues with which most of the peer counselors can identify.

5. A "stop-process" technique can be used for halting the discussions and activities when conflict-prone actions occur within the group. Such a technique would allow the facilitators and observers to give feedback immediately to participants relative to their behaviors, and how their behaviors might contribute to the escalation of conflict, or to the resolution of the problem.

HOW DO YOU HANDLE CONFLICT?

The purpose of this activity is to identify the various ways in which each individual handles conflict situations, and to explore new techniques for managing conflict.

INSTRUCTIONS:

1. Select a partner with whom you will share responses.
2. Read each statement and complete orally. (Do not write in book.)
3. Take turns completing each open-ended statement.
4. Do not skip any statement.
5. Do not turn the page or look ahead until you are told to do so.
6. Relax. The experience will be effective if you are open and spontaneous.
7. You have ½ hour to complete the booklet.

1. I think conflict is ________________________________

2. I usually handle conflict by ________________________________

3. When I am angry, I ________________________________

4. When someone criticizes me, I ________________________________

5. One strength that I have in coping with conflict is ________________________________

6. I am afraid of conflict because I usually ________________________________

(Do not look ahead in this booklet)

7. I dislike ________________________________

8. The last conflict I had was ________________________________

9. I handled the conflict by ________________________________

(Remember to use good listening skills)

10. When I am in conflict with someone I like, I ____

____

11. When I am in conflict with oneone I dislike, I ______________________________

____

12. The best way to handle conflict is ________

____

____

13. Confrontation to me means ______________

____

____

14. I avoid unpleasant situations by __________

____

____

15. I admire people who handle conflict by _____

____

____

16. Now that you know me better, tell me how do you think I usually handle conflict?

17. Now that I know you better, may I tell you how I think you usually handle conflict?

18. If we got into a conflict, I think we would ____

____

____

19. In the next conflict I am in, I will _______

____

____

20. I learned from you that ________________

____

____

21. By next year I will handle conflict by _____

____

____

CONFLICT RESOLUTION

Think about how you characteristically resolve conflict, i.e., in the past; now; and how you hope to resolve conflict in the future. As you become more determined to do a better job in the future, do not be discouraged if you find that your behavior sometimes regresses to a previous, unacceptable mode of behavior. Developing constructive conflict resolution skills takes time, effort, and a great deal of practice.

In the spaces below describe two serious conflicts that you have experienced recently with authority figures, siblings, spouse, teacher, boss or other significant persons in your environment. Tell how you would have handled the conflict in the past, how you actually did handle the conflict, and how you would like to handle a similar conflict in the future. Rate your effectiveness in handling the conflict on a scale from 1 - 10, with 10 as excellent and 1 as poor.

CONFLICT	PAST BEHAVIOR	PRESENT BEHAVIOR	FUTURE BEHAVIOR	RATING
I.				10. ____ 9. ____ 8. ____ 7. ____ 6. ____ 5. ____ 4. ____ 3. ____ 2. ____ 1. ____
CONFLICT	PAST BEHAVIOR	PRESENT BEHAVIOR	FUTURE BEHAVIOR	RATING
II.				10. ____ 9. ____ 8. ____ 7. ____ 6. ____ 5. ____ 4. ____ 3. ____ 2. ____ 1. ____

(Use reverse side of this paper if necessary.)

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Suggested Reading List

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TRAINING PEER COUNSELORS IN CAREER PLANNING

MILITARY
EDUCATION
BUSINESS
PRO-SPORTS
HOLLYWOOD
SCIENCE
HUSTLE

CHAPTER 9

RUTH M. LEWIS

TRAINING PEER COUNSELORS IN CAREER PLANNING

Ruth M. Lewis

Webster in the Seventh New Collegiate Dictionary defines career as "full speed or exercise of activity"; "a course of continued progress" and "a profession for which one trains and which is undertaken as a permanent calling." To plan is defined as "to arrange the parts of," or "to devise or project the realization or achievement of." Thus, career planning can be seen as a process by which individuals learn to make life choices and decisions about their careers. This process develops for the individual a meaningful set of skills and interests based upon the values, needs, and lifestyle of the person.

Bruce Shertzer in the book Career Planning states that,

> "Career planning does not necessarily follow routing or logical steps for each of us. It is different because each of us placed weight on different factors and because certain parts or phases of career planning are considered at different times by different people. Career planning includes gathering information about ourselves and about occupations, estimating the probable outcomes of various courses of action, and finally choosing alternatives that we find attractive and possible." (page 273)

The facilitator will combine the various definitions of career planning and have as the primary objectives of this component of the peer counseling training program the following:

1. Facilitate the development of students by increasing their self awareness in terms of interests, abilities, and aspirations.
2. Introduce to students the planning that's involved with career exploration, decision making, securing a job and preparing for a job.
3. Facilitate the learning of skills which students can use throughout

their life in planning, seeking alternative, and changing career goals.

4. Develop specific techniques for training students in each of the above areas.

The facilitator would have exposed the peer counselors to "self awareness" experiences, concerning personal values, prior to the planning stage. This is because the self awareness phase enables the student to better know and understand him/herself. It deals with the student's personality, interests, and abilities.

The self awareness experience presented in this phase of peer counselor training will not focus on personal values, but will concentrate on developing the career interests and attitudes of students. Students will look at their abilities as they relate to various careers.

Two suggested activities which the facilitator may use to begin this process are activities using the Career Information Form and/or the Career Information Index Card.

A. Career Information Form

Have students fill out a career information form which includes any information from the suggested form. After students have completed their forms, divide the groups in dyads. Students will use the information they wrote on the information sheets to learn about their partners. Students should be encouraged to note how they are alike and different from their partners. Everyone should return to the group where each person introduces his/her partner to the group.

12. What type of a person do you value: a loyal, honest, dependable, or personable person?
13. Do you feel you are more personable, intelligent, physical or creative?
14. What is the most important aspect of a job? High salary, short working hours, pleasant people to work around, or short trips?
15. Select the activity you enjoy most: being with friends or family, being alone, traveling, reading, or making something with your hands?

The facilitator may vary the questions or select 5-10 questions which would enable the peer counselor to become more aware of their interest, abilities and attitudes.

Divide the group into dyads. One person in the pair shares his/her answers with his/her partner for two minutes without interruption. The other person then shares his/her answer for two minutes.

The partners may then ask each other questions or make comments. Each dyad will join another dyad. Each person, without any help, will introduce his/her partner to the other pair.

Variation: After each student has made a selection for each answer, s/he is instructed to find a person with a list just like, just opposite, of his/hers. Students mill around the room reading other students' lists. If anyone can't find a list like his/hers, s/he should note the person or persons whose lists were the closest to his/hers. When the students return to the circle, they discuss the experience.

A career decision is the result of the student having information about

Variation: Students discuss their answers with two other members of the group. After the discussion each member should answer the following two questions, then discuss them:

Today I learned that I ____

____

I was surprised that I ____

____

B. Career Information Index Card

The facilitator will give each student an index card. The students will write the following information on the card. Some sample questions are listed below. Students are asked to make a choice response for each question.

1. Write your name in the upper right hand corner.
2. Would you prefer to work with your hands, with you mind, or with people?
3. Would you describe yourself as having mechanical, scientific, artistic, social, or business interests?
4. Would you prefer working with a lot of people, a few people, or alone?
5. Would you prefer working indoors or outdoors?
6. Are you independent, or dependent?
7. Do you prefer to follow rules or are you self motivated?
8. How much schooling do you wish to complete: high school, college or graduate school?
9. Name an activity you enjoy.
10. If you could have any job you wanted, regardless of the training, what job would you select?
11. How much money per year would you like your job to pay you?

him/herself and information about the world of work. Students should make career decisions after they gather realistic information about themsolves. They should know their abilities, interests and experiences, along with accurate career and job information. Many factors will influence the kinds of decisions they will make, such as their personalities, their families, their friends, and their values. Thus, students must get to know themselves as well as to know and learn about the world of work. The previous activities should have enabled students to become more aware of their abilities and attitudes.

Since interests involve both personal and work values, it is impossible to completely disregard personal values. The facilitator may elect to have activities dealing with personal values or move directly into assisting students to clarify their interests. It is left to the personal preference of the facilitator whether or not the peer counselors will be given an interest inventory. The inventories give students a profile of possible careers based on their interests.

Some of the interest inventories which the facilitator may administer are The Strong-Campbell Interest Inventory, the Self Directed Search by John L. Holland, the Career Assessment Inventory by Charles B. Johnson, and the Kuder Occupational Interest Survey by G. Frederic Kuder. It might be useful for students to take the Self Directed Search since it is self-scoring, and one other inventory to compare the results.

The facilitator should also provide activities which will enable students to look at their values as they pertain to work and careers. The two activities presented here will enable the peer counselors to look at not only their work values but also their attitudes about various careers. The Work Values form will enable students to examine their feelings towards various aspects of a job. The Career Prestige form will examine students' attitudes about various careers. It will also enable the facilitator to gain insight into how the peer counselors perceive their community as accepting various careers. The directions for both of these activities are listed, preceding the actual forms.

A. Work Values

Students should complete the ranking and then discuss why they ranked each value as they did. You can find out the five top work values of your trainees by having each student give you his/her five top values. At the chalkboard or on newsprint, tally the values. A discussion of what these values mean in relationship to what motivates them as trainees should follow. (See Work Values form at end of chapter.)

B. Career Prestige

After the occupations have been ranked by each student, the students should be divided into groups of fours. Each group will discuss the occupations and attempt to come up with a ranking. This activity will enable the students to reflect and discuss personal and career values as individuals and as a group. (See Career Prestige form at end of chapter.)

The facilitator should assist the students in understanding differences found between these exercises and the value inventory. Sufficient time should be allowed so these similarities and differences can be discussed.

Before the students begin their research on various careers it is helpful to pull together the information acquired from previous experiences. The facilitator may develop a summary sheet. This summary sheet will enable the students to study various fields of work in relation to themselves. A sample summary sheet based on the activities presented in this chapter is included.

In the study of specific jobs the students should gain knowledge of job trends so they can eliminate jobs which are becoming obsolete and consider training for jobs which are in demand. In this study of jobs the students will also study what employers expect of employees.

The facilitators should expose the students to all resources available for them in researching their selected careers. Such resources may include the following: Dictionary of Occupational Titles, Occupational Outlook Handbook, any available computer career programs, and the View system if available in the state.

Students should be asked to research a specific number of occupations initially. The facilitator may develop various forms which will enable the students to be consistent in their research. Some suggested forms include the following:

1. Employment Resources

   Knowing where to go when you need help is a must. Listed below you will find a few resources that should be helpful when needed. Add your own resources to the list and keep your list current.

U. S. Government

Write the U. S. Department of Labor, Washington, D. C. 20210 for information on employment opportunities, career planning, vocational education programs, and nontraditional fields.

Counseling Agencies

Counseling agencies vary in the services provided, the fees charged, and the techniques used. (Many colleges offer this service free of charge to students.) Before consulting a counseling service, be sure that the fees charged are competitive and that you have checked the background of the firm. Your counselor at your school can also assist you.

State Employment Office

The state employment offices are good sources of information about job trends in your area. They also conduct job development programs, and the apprentice training program. These offices will have a file of jobs that have been referred to them for potential placement. This service is free.

Occupational Outlook Handbook

This resource is one of the most important career books available because it contains not only information about various occupations, but also places where you may write for additional information. Your school should have a copy of this handbook in the counseling office or in the library.

Occupational and Career Information

Your school library, school counseling office, counselor, and public libraries have good collections of career resources. Always check the dates and find the most current information available.

Occupational Organizations

The Encyclopedia of Associations lists field-by-field associations such as American Society of Women Accountants that publish lists of current job openings and other invaluable information.

Newspapers

By reading the classified and business section of your newspapers, you can learn about the availability of certain types of jobs in your area. You will also find out salaries, requirements, and who the major employers are. Because daily events throughout the world have an impact upon the employment picture, keeping up with the news is important.

Magazines

Many magazines directed towards youth have articles on careers. In addition, the national news magazines often feature articles about employment trends and jobs in high and low demand.

Working People

One of the best ways to find out what is actually involved in a particular job is by talking with a person who is working in the job. You can learn from the person what s/he actually does, his/her qualifications, how s/he got his/her job, what the job is really like, etc.

VIEW (Vital Information For Education and Work)

VIEW systems are among the newest innovations in career education in the majority of our states. A VIEW system consists of career cards, training institution cards, Armed Forces training cards, student guides giving a breakdown of job and other information, student exploration handbooks, and a filmstrip with cassette tape. It may be found in high schools, community colleges, and other miscellaneous sites throughout the state. Check with your State Department of Education or contact your Director of Guidance to see if a VIEW system is in your state. It may be called by another title in some states.

College Placement Office/High School Counseling Office

Employers often call high school counseling offices and college placement offices to list their jobs. These are good sources for students to secure information about employers who are looking for part-time and seasonal workers.

The Yellow Pages

The telephone yellow pages contain a list of all potential employers. They are not advertising job opportunities as such, but the students should know the potential employers in the area.

2. Comparing Two Occupations

This is a sample of a form which a student can use when researching occupations. Students should be encouraged to compare at least two occupations:

SOURCE	OCCUPATION 1	OCCUPATION 2
Education		
Income		
Prestige		
Flexibility		
Freedom		
Security		
Leadership		
Working with people		
Working with things		
Physical strength		
Hours		
Entry		
Interesting work		
Advancement		
Advantages		
Disadvantages		
Other traits		

Based on my interest, abilities, personality, etc. I would summarize occupation 1 as:

Based on my interest, abilities, personality, etc. I would summarize occupation 2 as:

I will further investigate the following occupations:

1.
2.
3.

C. Student Interview

Students should report information obtained to the group. Peer counselors with similar career interests can be grouped for small group discussions (i.e. health, business). If several students are interested in researching the same career, they should divide the research into several sections and then present a total report to the group.

It is important to have peer counselors be realistic about their choices. A discussion of the summary sheet along with the information listed on reality testing should help. It is important to encourage students to test the reality of their choices. Students should know that it's okay for them to eliminate a career from further consideration if the research indicates that the occupation is not what they wanted or expected.

After students have researched, visited places of employment, talked with people in the field, and reality-tested their choices, they should then be encouraged to use the problem solving skills which they have acquired previously. A problem-solving model focusing on careers may be similar to the one included at the end of the chapter.

Students should be made aware that as they move towards their career decisions, they may find it necessary to change their first tentative decisions and start the process again. They also should know that they can be implementing one decision and at the same time fantasizing about other careers.

Since peer counselor training is to enable students to help other students, it is necessary to expose the trainees to job-finding skills. Writing a resume and the cover letter; performing well on the job interview, filling out sample applications; learning how to find a job or places to look for a job; are all activities which should be covered during this study of job finding skills. If possible, personnel directors and other community resources should be used.

Each student should select a career, secure an application in that area, and then write a cover letter and fill out the application. Practice in interviewing can be done among the trainees or arrangements can be made for a personnel director to discuss interviewing and also to role play the do's and don'ts of an interview.

Once students understand this entire process of career planning, they will have gained a skill which they can use throughout their lives. Thus, they should become familiar with the process, and be able to offer assistance to their peers.

The remaining part of this chapter will include sample forms which may be used in developing the career planning skills of peer counselors.

STUDENT INTERVIEW FORM

DIRECTIONS: Greet the person and introduce yourself. Tell the person you are interviewing that you hope to learn as much as possible about his/her job. Be specific and call the job by its correct title.

SUGGESTED QUESTIONS TO ASK:

1. What type of training is needed to become a ______________________________?
____
____
____
____

2. How long did you prepare for this job? ______________________________

3. Did your training prepare you adequately for the job? ____________________

4. Where did you receive your training? ______________________________
____
____
____
____

5. What type of skills should a person interested in this field have? ________
____
____
____
____

6. What are your responsibilities on your job? ____________________________
____
____
____
____

7. Which of the following values do you feel your job adequately provides?

____ prestige
____ creativity
____ variety
____ advancement
____ salary
____ responsibility
____ security
____ home life
____ flexibility
____ freedom
____ leadership
____ working with people
____ working with things
____ physical strength
____ working with data

8. In general, do you like your work? ______________________________

9. Would you recommend this career to others? ______________________________

10. What should a person consider before selecting this career? ______________

11. Are there any specific advantages, disadvantages? ____________________

12. Is there anything else you would like to say about this career? __________

After you complete the interview, thank the person.

YOUR SUMMARY:

1. What were the advantages as you see them? ______________________

2. What were the disadvantages as you see them? ____________________

3. Will this job provide the type of lifestyle you wish to have? Why? ________

4. Are you still interested in training for this job? ________ Why? ________

OTHER COMMENTS: ____

Name: ______________________ Date: ______________

CAREER INFORMATION FORM
KNOW YOURSELF

1. What subjects do you enjoy the most in school?

2. What do you like about them?

3. Which subjects do you find least interesting?

4. Why don't you enjoy them?

5. What educational plans do you have?

6. What paid or volunteer jobs have you had? (Include summer and part-time jobs)

7. What job or jobs did you like?

8. What things did you like about these jobs?

9. What did you dislike about these jobs?

10. In what school activities have you been involved?

11. What are your outside activities?

12. What do you enjoy most about these activities?

13. What things have given you the most pleasure in your life?

14. What is your ambition in life?

15. What careers have you considered? (Rank these in order of your interest)

16. How would you like to be living ten years from now?

Check the personality traits which you feel belong to you.

____ creative
____ punctual
____ defensive
____ insecure
____ patient
____ sympathetic
____ critical
____ positive outlook
____ forgiving
____ intelligent
____ lack motivation
____ compassionate
____ affectionate
____ easily influenced
____ determined

____ afraid
____ judgemental
____ neat in appearance
____ self-confident
____ secure
____ impatient
____ kind
____ motivated
____ flexible
____ gossipy
____ courteous
____ tardiness
____ selfish
____ responsible
____ nervous
____ ambitious

Review all of your answers to the questions. Now answer these questions:

1. My strengths are: ____

____

2. My weaknesses are: ____

____

3. Things that I like are: ____

____

4. Things that I dislike are: ____

____

____

WORK VALUES

Directions: Rank each value from 1 - 16 with "1" being the highest or most important value, and "16" being the least important value to you. Work slowly and think carefully.

1. ____ Helping others (work directly on job in aiding people).
2. ____ Variety (engaged in different activities).
3. ____ Security (not fearful of losing your job).
4. ____ Adventure (being in new and/or uncertain situations).
5. ____ Independence (being free to plan your work activities).
6. ____ High income (having extra money above your living expenses).
7. ____ Artistic (creating or producing something).
8. ____ Recognition (respected by others).
9. ____ Leadership (influence others in your work, can make decisions).
10. ____ Prestige (people seek your opinion and help, respect you).
11. ____ Creative (developing new products or ideas).
12. ____ Intellectual (thinking, can solve complex problems and questions).
13. ____ Productive (doing work which results in something useful).
14. ____ Home life (spend time with your family).
15. ____ Advancement (ability to move up or be promoted).
16. ____ Orderliness (following directions).

CAREER PRESTIGE

Directions: Rank each career according to the prestige which you feel people attach to it. Place "1" in front of the career you feel is the most prestigious, "20" the least prestigious.

1. ____ President of a company
2. ____ Craftsperson
3. ____ Scientist
4. ____ Lawyer
5. ____ Author
6. ____ Teacher
7. ____ Psychologist
8. ____ Minister
9. ____ Law enforcement officer
10. ____ Mechanic
11. ____ Funeral director
12. ____ Social Worker
13. ____ Nurse
14. ____ Medical doctor
15. ____ College president
16. ____ U. S. Senator
17. ____ Accountant
18. ____ Salesperson
19. ____ Store manager
20. ____ Factory worker

CAREER SUMMARY SHEET

I. From your Career Information form list or respond:

A. Two school subjects you enjoy.

B. Two things that give you pleasure.

C. What you would like to be doing in 10 years.

D. Your 5 best personality traits.

E. Your 5 worst personality traits.

F. Two school subjects you don't like.

II. List your 4 top values from your work value sheet.

III. List the 4 top careers you feel are prestigious.

IV. How much money do you want to make each year?

V. How much schooling do you want?

VI. What two jobs from your self-directed search inventory agree with what you want?

VII. What jobs from your Strong-Campbell Interest Inventory agree with what you want? Disagree?

VIII. What two jobs from either inventory disagree with what you want?

REALITY TEST YOUR CAREER CHOICE

A part of your career planning should include your gaining, when possible, first hand knowledge about your first career choice. Some ways to find out if you are suited for the job in terms of your personal interest, work values, abilities, education, etc. are to:

1. Secure a job in the specific area. You can seek paid employment in the area as an aide or at some lower level position in the field. If you aren't able to work in the specific area, you should investigate employment in the field in general. Ex.: You wish to be a nurse but don't have the skills to be a nurse's aide, or an LPN; therefore, you may seek employment as a ward secretary, kitchen aide, hospital attendant, etc.

2. If it is impossible for you to obtain paid employment, volunteer a few hours of your time in the career area of your choice. Ex.: You can't get a hospital job so you volunteer to be a Candy Striper. If you are interested in children, volunteer to be a day care teacher, teach Sunday School, etc.

3. Talk with as many people in the field as possible. Make sure you know the various specific duties as well as the good and bad aspects of the job.

4. Visit the training institutions that offer the specific training you want. Attempt to arrange with the department head class and lab visitations. You should also arrange to talk with the students in the program.

5. Attempt to arrange to spend some time observing people on the specific job. If this is impossible, interview the supervisor or administrator along with the personnel manager.

RESUME

A resume is a brief description of your qualifications as a possible employee. Writing your resume does require time and effort on your part. Type it up, in organized outline form. Keep it brief but be neat.

The following information should be included in your resume:

Name, address, phone number

Highest grade level completed with the names of the schools and the date you graduated or left. List any technical schooling and any courses you have taken which would tend to prepare you for job objective. List all scholarships, honors, extra-curricular achievements, athletic awards, etc.

List any part-time or summer jobs you have had.

Include or send if needed personal references. Some sources to contact for references are your teachers, priest, rabbi, minister, businessmen, former employer. Don't list relatives. Give the business addresses, and phone numbers. Be sure you secure permission from the persons to use their names as references.

Sample Resume

Louise D. Mays
1247 N. Avalon Court
St. Louis, Missouri 63000
(314) 555-1111

Education:
B.A.: 1974 Wydom University, Major: Sociology
Minor: Art History

M.A.: 1977 Wydom University, Urban Sociology

High School Diploma: Bennett High School, 1970
St. Louis, Missouri

Achievements and Extra Curriculum Activities
Who's Who in American Universities and Colleges (1973);
American Honor Society (1971-74)

Employment Experience:
Sales Clerk - James Crest's, 444 Compton Avenue
(Part-time) June 1970-May 1972, St. Louis, Mo. 63000

Waitress - All Day Restaurant, 715 Daylight Drive
(Part-time) June 1972-June 1974, St. Louis, Mo. 63000

Research Assistant - Wydom University, 1030 Alexander Road
(Part-time) July 1975-May 1977, St. Louis, Mo. 63000

Educational Research Assistant - John Davidson Book Company
June 1974-July 1975
3490 Wren Street
St. Louis, Missouri 63000

Employment Background:

My major work experience has been as a research assistant for Wydom University in the Sociology Department and at John Davidson Book Company. At both places my major responsibility was to research highly technical statistical data.

References and additional information will be supplied upon request.

THE JOB INTERVIEW

Every potential employer is looking for that "special" person. He/she wants someone who will benefit his/her corporation. You can help yourself and your potential employer if you remember some of the following hints:

1. Make an appointment unless otherwise stated.
2. Send or take an updated resume if the job requires one.
3. Find out as much as possible about your potential company before the interview.
5. Be punctual.
6. Dress neatly and appropriately. Overdressing may cost an otherwise qualified person the job.
7. Don't chew gum.
8. Don't smoke unless you see an ash tray and you ask your interviewer for permission.
9. Be confident but not obnoxious.

Being nervous is normal but don't be overwhelmed by it. Be prepared for surprise questions including personal questions. Try to assure the person you are in control of your personal life. Tell everything you have done that will help you get the job. Remain confident even if you feel the interview isn't going well. If you are offered the job and are not sure you want it, ask for time to think about it. If you do not hear from the interviewer within two weeks, call to find out about your application.

COVER LETTER

The cover letter is sent along with a resume to a prospective employer. It should be typed, but should not repeat your resume. It briefly tells the employer why you are a good candidate for the job. You should state how you will contact the employer and follow through with it.

APPLICATION FORMS

Fill out the application neatly and completely. Be sure to include zip codes and telephone numbers. Use a blank form first if possible for practice. Remember to read the form, especially the instructions, before you start to fill in the blanks.

PROBLEM SOLVING MODEL

This is a sample of a form which may be used to cause students to begin to plan and set goals.

1. Define your career problem areas in specific terms.

2. Define your career goal.

3. Review all information about yourself including interests, values, limitations, strengths, abilities, job information, etc.

4. Make a tentative decision for action:

   Today I will....

   Next week I will....

   Next month I will....

   Next semester I will....

   Next year I will....

PLANNING WORKSHEET

Component VII - Development of Skills in Occupational and Vocational Counseling

NUMBER OF SESSIONS: ________________ TIME INVOLVEMENT: ________________

SESSION I

Topic(s) ________________

Activities ________________

SESSION II

Topic(s) ________________

Activities ________________

SESSION III

Topic(s) ________________

Activities ________________

SESSION IV

Topic(s) ________________

Activities ________________

(Use reverse side of paper if necessary)

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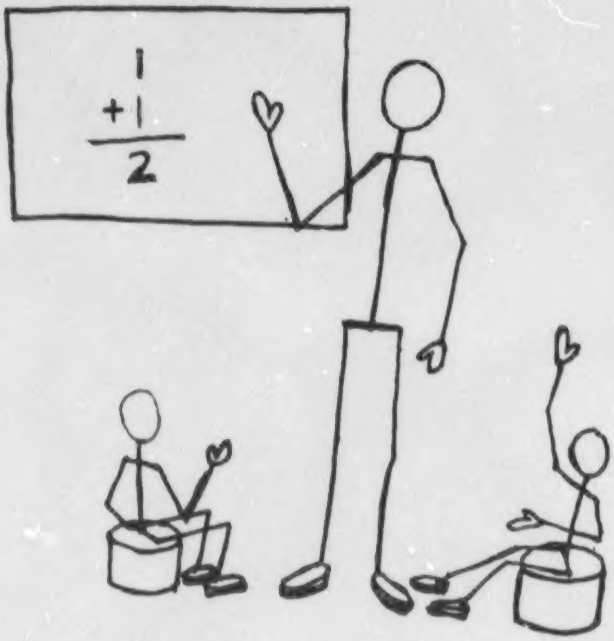
DEVELOPMENT OF TUTORING SKILLS FOR PEER COUNSELORS



CHAPTER 10

MILDRED R. BUCK

DEVELOPMENT OF TUTORING SKILLS FOR PEER COUNSELORS

Mildred R. Buck

Peer tutoring, i.e., one student accepting the responsibility for the instruction of other students, is a constructive use of young people as positive and productive resources for the growth and development of other students. In this component of the P.E.E.R.S. program students are facilitated in learning how to effectively and constructively tutor other students.

Peer tutoring has been defined as the process by which one student aids another student in learning a particular task or subject area. Historically, students have always functioned in a helping capacity with other students. American history indicates that the older student was frequently used as a teacher aide to younger students, or to students who had not accomplished as much, in the one-room class setting. This practice continued throughout our educational systems' history, especially in classrooms where teachers were asked to teach more than one grade level. The more proficient students have always been asked to assist the less proficient.

A great deal of research on tutoring has accumulated in recent years (Stephens, 1970). In New York City a program called "Mobilization of Youth" was one of the first projects which demonstrated the utility of extensive peer tutoring. This project, initiated early in the 1960's, used older students in large public schools to tutor younger students in reading. Gains were reported in academic performance in this project, and in similar projects in large city school systems. Other projects demonstrated significant increases in both social and academic competence (Gartner, 1971; Ebersole, 1972; Salomon, 1974; Summers and Wolfe, 1975). In such programs not only did the students tutored improve in their academic achievement, but those persons who tutored them were reported, in some projects, to have improved in their academic achievement as well. In some projects students who were considered to be "slow learners" were able to help other, younger students make academic progress through tutoring procedures.

In peer tutoring the student is an educational tool, an extension of the regular classroom teacher. In this role the peer tutor has far reaching potential, and a great deal of influence on other students. The knowledge and competence, high energy level and altruistic attitude of the adolescent have too long been overlooked as an aid to the teacher in helping young people prosper in the school system.

While students are in contact with teachers for three to six hours per day, they are also in contact with their peers for an equal or greater amount of time. It is also important to note that this contact is of a different nature from that of student and teacher. The peer tutor is usually not perceived as an authority figure or disciplinarian. Rather, with care, the peer tutor can develop his/her role as friend and confidant, with whom the student need not be afraid of experiencing failure, as well as success.

Peer tutors can often get across to other students an idea, concept or problem; a task that a regular teacher could not accomplish. It appears that a student can understand, almost automatically, the problems another student is experiencing. The learning process is still relatively fresh in the mind of the peer tutor, and thus, s/he still remembers the steps that s/he had to go through in order to learn a particular task. Thus, s/he will be more likely to take another student through these same steps, whereas the more experienced professional teacher often skips some of the steps without realizing it. In addition, the peer tutor can put the information at the student's level, and use the student's mode of language and communication. Thus, students frequently appear to learn faster from their tutors than they do from professional teachers.

It is important for educators to begin to use this resource. Students who have developed certain skills and understandings in specific areas should be encouraged to share these with other students who have not developed them.

As stated so well by Carl Rogers (1971), "There is nothing so personally stretching - on both sides of the table - as for one student to help another and for each to grow in the process."

Frank Riessman (1965) first described the Helper-Therapy Principle, a phenomenon in which an individual who has experienced a particular problem, such as alcoholism or drug abuse, is able to help others who are experiencing the same problem. During the process it appears that the persons giving help derive many benefits for themselves relative to their own experience of difficulties with alcoholism and drug abuse. In like manner this principle can be applied to the area of peer counseling in which students not only give help, but in the process get help from others.

Some of the benefits for the tutor include:

1. The enhancement of feelings of self-esteem, worth, altruism and prestige, as a result of being in the helping, serving position.
2. The feeling that he/she is needed and has been involved in a significant undertaking.

3. Increased self-confidence as a result of successful completion of a teaching task. The peer tutor may also discover that s/he has a real knack for teaching, and may continue in this profession.
4. The tendency to reinforce some of the ideas and concepts which s/he has already learned or which s/he is in the process of learning. Students tend to learn their own subject matter in greater depth as a result of having had to teach it to others.
5. The tendency to grow both intellectually and socially as a result of tutoring others.
6. The development of skills in seeking knowledge and exploring references regarding the topic they are teaching. A deeper understanding of the area they are involved with develops as they learn to seek out other resources, such as teachers, to help them gain information to teach to their students.

Some of the benefits of peer tutoring to those persons being tutored include:

1. An increase in social competence and academic achievement.
2. An increase in confidence and self-esteem.
3. A less frequent sense of failure; a positive experience in a relaxed and pleasant environment.
4. A friend and helper.
5. Attention.

Students are referred for peer counseling services from many professional sources, such as social workers, teachers, counselors, administrators, etc. The reasons for referral appear to be as varied as the sources for referral. The most frequent reasons why students are referred for counseling include:

1. Aggressive behavior
2. Difficulties with teachers
3. Difficulties with the administrative staff
4. Academic problems
5. Drug abuse
6. Tardiness and absence from school
7. Personal problems

One of the most frequent problems is that of failure or near failure in the educational setting. Not only will teachers refer students because they are not "keeping up" with classroom instruction, but students frequently refer themselves because they are experiencing a great deal of difficulty in one or more subject areas.

Usually when a student is referred for peer tutoring, those persons who refer the student are convinced that the student would profit from intensive one-to-one remediation experience. With many such students the more traditional modes of instruction in the regular classroom have not been successful.

Therefore, it is imperative that the peer counselors add another skill to their already extensive repertoire, that of peer tutoring.

Tutoring procedures should be scheduled as a definite part of the P.E.E.R.S. program. A minimum of three sessions should be set aside to train peer counselors to take on the responsibility of tutoring their peers. The model for peer tutoring presented in this component of peer counselor training may be considered to be both structured and unstructured.

Considering its unstructured facets, the peer tutor is asked to don his "counseling hat" and to attempt to understand his/her student and the reasons why s/he is having difficulty in school and to support and reinforce any efforts that s/he might already be making to learn the selected subject.

In the more structured facet, the peer tutor, with the help of the facilitator, develops a series of detailed steps to follow in helping the student master the particular subject area in which s/he is having difficulty. In addition, peer tutors are exposed to some of the games and activities that might be employed in getting the subject over. Peer tutors are also encouraged to explore and develop new techniques for helping their students learn a particular topic.

Each peer counseling team might be assigned from 4-8 students to tutor. Each peer tutor should be assigned one or two students who are having difficulties in subjects which the peer tutor can handle; i.e., in which s/he is making average or above average grades. The facilitators of P.E.E.R.S. should be certain that the peer tutor is proficient in the subject in which s/he is to tutor the assigned student. The facilitator should take some responsibility to assure that the peer tutors and students are appropriately matched so that both can have success experiences.

The assignment of a "problem" student to a peer tutor should be avoided; i.e. a student with a profound learning disability, or one that the tutor cannot help no matter how hard s/he tries.

A particular portion, perhaps the last twenty minutes of the counseling session, might be used for peer tutoring. In addition, time for tutoring groups should be away from the curiosity and perhaps disparaging remarks of other persons which might cause the student some embarrassment.

If possible, some tutoring sessions can be set up at a time when the students will not miss other activities that they enjoy, like art or gym. It is imperative that tutoring not be perceived as punishment for either the peer counselor or the student s/he is tutoring.

Since the peer counselors are working in teams of 3-4 persons, each group discusses the needs and problems of the 4-8 students assigned to them for tutoring. They come to a consensus regarding which peer counselor will work with whom, depending upon each peer counselor's areas of expertise. After tutor-tutee dyads or triads are formed, places and times are agreed upon for the tutoring process to begin. The peer counseling teams periodically come together to discuss innovative methods for teaching others and to exchange creative ideas and solutions to problems which have occurred in their dyads.

Facilitators and peer counselors work together in reviewing each student's particular academic weakness and assessing the point at which tutoring should begin.

The facilitator and peer counselor establish a specific instructional goal; for example, "John Doe will learn to multiply by nine." The peer counselor will then establish several subskills which relate to that goal; for example, "John Doe will learn the meanings of such terms as 'multiplier' and 'product'," "John will learn the proper positioning of the figures in order to multiply," etc. Under each subskill the tutor will list the instructional sequence necessary for teaching that skill.

Example: Step 1. ______________________

Step 2. ______________________

Step 3. ______________________

When the facilitator is certain that the peer counselor serving as tutor understands the instructional sequence for teaching the particular skill, the tutor initiates the program with the student s/he is tutoring.

Time is spent collecting and developing teaching materials and ideas. Peer counselors may be taught the step-by-step procedures for developing some of the materials and techniques they are expected to use in a particular teaching situation such as:

1. Flash cards
2. Vocabulary lists
3. Lists of primary principles to learn and how to learn them
4. Bibliographies
5. Major areas of concern for the particular topic
6. How to outline chapters in various reference books related to the topic
7. Games and related activities
8. Audio-visual aids

Role playing is an integral part of the training of peer tutors. The actual experience of functioning as a teacher in a simulated situation is extremely important in training students to develop the skills necessary to help them become more effective in the real teaching situation.

An instructional model which can be readily incorporated into the peer counselor training procedure is as follows:

I. During the 1st session the peer counselor is taught:

  A. To establish rapport, and develop an effective helping relationship; and to create a positive attitude toward the learning process. S/he is encouraged to spend time setting the student at ease in order to begin to engage in the instructional process. Time is allocated for talking to the student and trying to understand why s/he is experiencing difficulties in the classroom.

  B. Assessment procedures for determining the specific areas in which the student is experiencing difficulty, and the point at which instruction should begin so that both can experience success in the teaching process.

  C. Goal setting for the student.

  D. How to develop a contract with a student regarding what will be learned.

  E. Appropriate reward systems.

II. During the 2nd session the peer counselor is taught:

  A. How to gather information and materials regarding the various levels and areas of the topic to be taught.

  B. How to get professional teachers to help in the above process, and how to continue to involve them as consultants and resource persons during the tutoring process.

  C. An effective teaching process.

  D. To work with team members in developing innovative ideas and in gathering materials for the teaching process.

  E. How to terminate a tutoring session so that students will leave feeling that they have had a positive experience.

III. The 3rd session might be spent:

A. Role playing actual teaching situations.

B. Anticipating problems that might occur and developing solutions for these problems.

C. Planning the first tutoring session with team members.

D. Planning for additional sessions with facilitators regarding the tutoring processes.

The facilitators of the peer counselor training program should plan to closely supervise the peer tutoring component. This might be done by planning discussion and review sessions with each peer tutoring team. During these sessions detailed strategies can be developed for helping individual students. In addition, any problems encountered during the tutoring sessions can be discussed.

Both peer tutors and tutees should be encouraged to come to the facilitators with questions, concerns, and problems whenever necessary. Time should be scheduled for this purpose.

Some of the following have been identified as errors that peer tutors make if they are not closely supervised:

1. Become frustrated and negative toward their students if they feel that the students are not learning as rapidly as they thought they should learn.
2. Neglect to start at a point where the student can experience success, and progress forward in small steps.
3. Forget that regression in the student's learning process will occur and should be anticipated and frequent reviews planned.

4. Expect too much of the student and become angry when s/he does not produce to the level of the peer tutor's expectations.
5. Tend to do the work for the student, rather than insist that s/he complete the work.
6. Be over-strict and demanding, with resulting negative feelings.
7. Be too lenient with the student and allow the student to "get away with murder," become a discipline problem, not attend class, etc.

The facilitator of P.E.E.R.S. should be ever vigilant to determine if the tutoring sessions are occurring as scheduled, whether the specific goals for a particular student's learning in a selected area are being met, how the students are working with each other, the level of rapport established, what types of materials are being used, the appropriateness of the teaching procedures, and, in general, whether or not the tutoring process is proceeding as it should.

Facilitators of the P.E.E.R.S. program can take turns in visiting the tutoring sessions while the peer tutor is working with the tutee. During some of these sessions time should be spent evaluating the program. A form such as that found on the following page might be developed for this purpose.

Regularity and consistency of the tutoring sessions should be stressed with the peer tutors. Not only should the agenda of the session be planned, but they should be scheduled for regular times and places. The facilitators should insist that all participants involved meet on time and work throughout the scheduled period.

Training in peer tutoring should continue throughout the P.E.E.R.S. program, just as training in the total counseling procedures continues. A portion of the sessions set aside for the continued education of the peer counselors should be used in training them to effectively tutor other students.

One of the objectives (see Chapter 11) of P.E.E.R.S.: Providing Effective and Empathic Resources and Strategies is to:

> "Utilize the leadership and altruistic potential of students to become more effective in a helping, service type, counseling role."

Certainly, peer tutoring, one of the components of P.E.E.R.S. is exemplary of this objective. In their efforts to help others, students often extend themselves to the limits of their potential. In so doing, they enhance not only their own growth and development, but the growth and development of others as well.

Herbert Thelen, in an article in Tutoring By Students, states:

> Educators almost to a man feel that tutoring (by students) "works". I can think of no other innovation which has been so consistently perceived as successful.

The developers of the P.E.E.R.S. program concur with this statement.

EXAMPLE OF CONTRACT RELATING TO ACADEMIC PERFORMANCE AND ACHIEVEMENT

Names of persons involved in contract:

1.	3.
2.	4.

Reason for contract:

I, ________________________, agree to complete (or perform) the following
(Student's Name)

learning activities, or tasks, according to the following: (Write the performance criteria)

As a result, I will receive the following (list the reinforcements):

Learning activities or tasks:

(List the activity or sequence of activities to be performed in order to receive the reward. Be as specific as possible.)

Requirements:

(List the performance criteria, noting the % correct, or any other specific requirement. Note time period involved, number to be completed, etc.)

Reward:

(State the grade, number of checks, stars, toy, or other reward provided upon satisfactory completion of task.)

Student's Signature	Peer Counselor's Signature
Date	Date

(Use reverse side of paper if necessary)

EXAMPLE OF CONTRACT TO CHANGE A SOCIAL BEHAVIOR

Names of persons involved in contract:

1.
2.
3.
4.

Reason for contract:

________________________ and ________________________
(Student's Name) (Peer Counselor's or Other Name)

agree to the following contract:

If ____________________ performs the following agreed upon positive
(Student's Name)

behavior(s), ________________________ will provide the reinforcements
(Peer Counselor's or Other Name)

listed below:

Positive Behavior(s):

(List in as specific terms as possible the behavior to be performed. Specify the time, place, and frequency of performance required of the student. How and when observations and evaluations are to be made should also be given in this section.)

Reward:

(The reinforcements which will be used by the counselor, contingent upon the student's correct performance, should be listed in this section in precise terms. Time, place, frequency, and quantity relating to satisfactory performance should be specified.)

(Use reverse side of paper if necessary)

REINFORCERS

Peer counselors should be encouraged to provide some type of reinforcement for their students. This might include a log in which a star is placed by accomplishment; a chart of achievements; a notebook in which a record is kept of progress made, etc.

Some Typical Social Reinforcers That Can Be Delivered Immediately To Young Adults

Behaviors:

- Nod
- Smile
- Laugh (with, not at)
- Wink
- Signal or gesture approval
- Glance directly towards his/her face
- Give assistance when requested
- Comment positively on appearance
- Pat on the back
- Ask individual to discuss something before group
- Ask individual about items of interest to him/her
- Ask him/her to demonstrate something

Say:

- Very good.
- O. K.
- Beautiful.
- Good for you.
- ___________ is excellent.
- Yeah.
- I agree.
- Good idea.
- Fine.
- What a clever idea.
- You are really creative, innovative and so on.
- See how you're improving.
- That looks better than last time.
- Keep up the good work.
- You've apparently got the idea.
- Little by little we're getting there.
- See how _________ has improved.
- You're really becoming an expert at this.
- Do you see what an effective job _________ has done.
- You are very patient.
- I admire your persistence, courage, idealism, enthusiasm, dedication, and so on.

EVALUATION OF PEER TUTORING SESSION

Peer Tutor: ______________________ Student: ______________________

Topic: __________________________

Objectives for lessons:

1.

2.

3.

Methods used to reach objectives:

1.

2.

3.

4.

Comments:

Check each item along the following continuum:	1 Low	2	3 Fair	4	5 High
1. Establishment of rapport					
2. Level of understanding of tutee					
3. Knowledge of subject (Tutor)					
4. Knowledge of subject (Tutee)					
5. General atmosphere of instruction situation					
6. Effort and motivation (Tutor)					
7. Effort and motivation (Tutee)					
8. Appropriateness of materials used					
9. Are goals being met					
10. Role modeling by tutor					

PEER COUNSELOR TRAINING SESSION PLANNING FORM

At least three sessions should be devoted to activities which would help students develop skills in tutoring. Review this chapter carefully. Plan, in detail, the three sessions on the form below.

PEER TUTORING

1st Session Date: ____________________

Time Involvement

Topic: ______________________________

Activities: 1.
2.
3.
4.

Topic: ______________________________

Activities: 1.
2.
3.
4.

2nd Session Date: ____________________

Time Involvement

Topic: ______________________________

Activities: 1.
2.
3.
4.

Topic: ______________________________

Activities: 1.
2.
3.
4.

3rd Session Date: ____________________

Time Involvement

Topic: ______________________________

Activities: 1.
2.
3.
4.

Topic: ______________________________

Activities: 1.
2.
3.
4.

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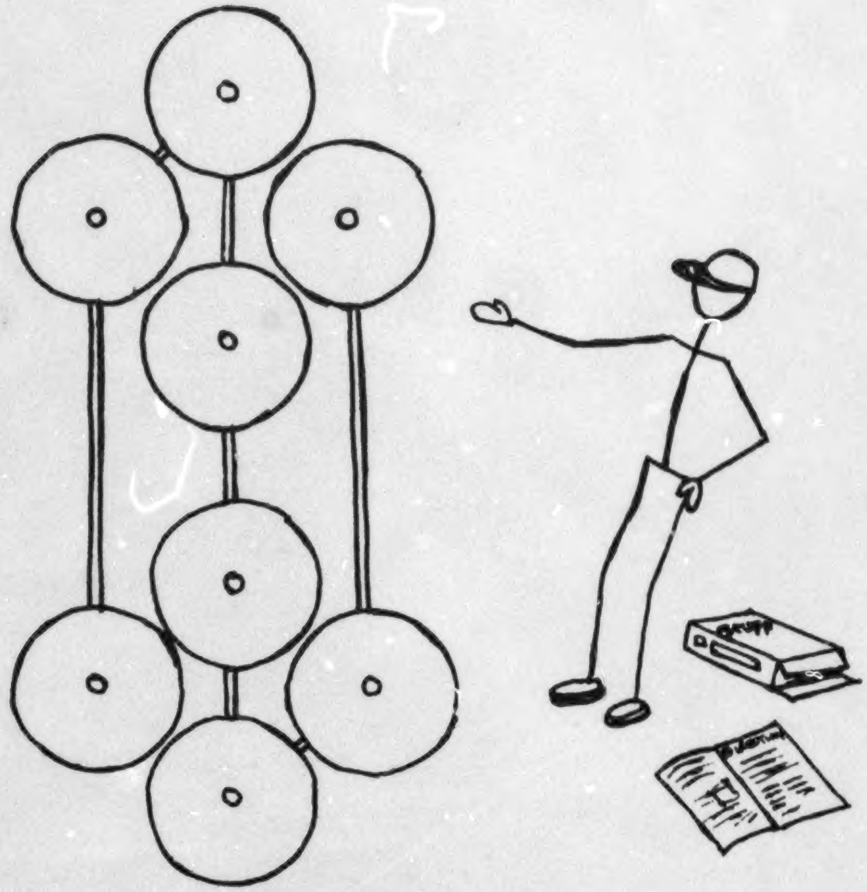
PUTTING IT ALL TOGETHER



CHAPTER 11

MILDRED R. BUCK

PUTTING IT ALL TOGETHER

Mildred R. Buck

This model for training peer counselors, P.E.E.R.S.: Providing Effective and Empathic Resources and Strategies, takes approximately thirty-two sessions to implement. During the last two sessions it is suggested that the professional facilitators of the training program work with the peer counselors in developing the program that will be used with the students referred for counseling.

A great deal of planning and discussion is necessary if P.E.E.R.S. is to be a successful program within the school. With the counselees as well as with the peer counselors, care should be taken to make sure that the administrative staff, other school personnel, parents and students understand and support the program. Early program duties include:

1. Develop a detailed explanation of the program which can be distributed to teachers, parents and students.
2. Develop parental permission forms to be used by the counselees.
3. Determine the time and place for the counseling sessions.
4. Determine whether or not the peer counselors will receive credit (and how much) for counseling other students.
5. Establish the professional team that will serve as facilitators and supervisors of the P.E.E.R.S. program. These persons should be willing to "own" the program and take responsibility for its success or failure.
6. Develop a plan for the selection of counselees. For example, the counselees may be referred by teachers, social workers, and/or counselors because of some difficulty they are experiencing in school, either academic or interpersonal. In addition, students might have the option

of referring themselves, for a variety of reasons, including difficulties outside the school setting.

7. The peer counselors and professional facilitators should work together to develop the specific objectives for the program.
8. Carefully select the 2-4 peer counselors who will function as a team for each of the counseling sessions.
9. Each team should work together to plan and initiate the counseling sessions.
10. Assign each peer counseling team a place and time for counseling.
11. Assign 8-12 students to each of the peer counseling teams.
12. Determine the schedule and number of sessions for each group.
13. Establish pre- and post-assessment procedures.
14. Develop evaluation procedures in order to determine the level of success of the counseling program.
15. Schedule regular review sessions with the peer counselors during which they can assess progress made, ventilate feelings, plan field trips, discuss problems, etc.
16. Ground rules for the counselee training session should be established by all participants: facilitators, peer counselors and counselees.
17. Plans should be made to continue the training of the peer counselors by the professional facilitators of the P.E.E.R.S. program as long as the peer counselors function in that role.

The concept of confidentiality should be clearly spelled out to both peer counselors and counselees. Participants in the group sessions will not share information with one another unless trust is high, and each person feels relatively sure that his/her confidence will not be violated. Thus, it should be understood that anything discussed during the sessions will remain within the group and will not be discussed with or conveyed to outsiders, whether they are friends, family, authority figures, or whomever. Under unique circumstances, sensitive information which might be destructive to the person conveying the message (such as threats of suicide) or to others (such as extreme aggression) should be discussed and analyzed by a person in a position to resolve the problem, such as a professional psychologist or counselor. However, in general, most of the information shared within the group should remain within the group. Confidentiality should be recognized as one of the primary ground rules to be respected by all concerned.

During the first of the last two sessions the facilitators should write specific objectives for their peer counseling groups. These objectives should be simple, concise, and specific to the needs of the particular group. For example, the goals of a group might be:

1. To learn to solve problems.
2. To learn to talk to others without overt aggression.
3. To learn to be assertive without demeaning the other person.
4. To improve grades in one or more subject areas.
5. To attend school on a regular basis.

Each objective should be discussed in depth to insure that all members of the team understand what is expected and are determined to do whatever is necessary to meet the goal.

In addition, the time and place for the counseling sessions should be established at this meeting.

During the second training meeting, plans for the first three sessions with counselees should be developed. It is well to remember not to plan too far ahead, but rather to wait until the peer counselors meet the counselees, and assess the needs of the group, before progressing further. For example, a schedule, such as the following, could be set up:

1st Session (Time Involvement: 50 minutes)

1. Introduction of participants.
2. Explanation of reasons for peer counseling group.
3. Get-acquainted activities.
4. Establishment of ground rules.
5. Pre-assessment of counselees.

2nd Session (Time Involvement: 50 minutes)

1. Review of ground rules.
2. Trust activities.
3. Sharing and assessment of problems within groups.
4. Volunteer interviewing.

3rd Session (Time Involvement: 50 minutes)

1. Focus game.
2. Consultant panel.
3. Development of contracts for what each counselee wishes to accomplish while in the peer counseling groups.

Encourage the peer counselors to use a worksheet such as the following when planning the first three sessions of work with the counselees:

PLANNING WORKSHEET

SESSION I: Objective(s)

Topic(s):

Activities:

SESSION II: Objective(s)

Topic(s):

Activities:

SESSION III: Objective(s)

Topic(s):

Activities:

(Use reverse side of paper if necessary)

At the end of each of the first three sessions, time should be scheduled for planning future sessions which will meet the needs of the group. Remember that all groups are different and that some of the skills learned and activities practiced might work well in one counseling group but not in other groups. The appropriate activities must be carefully selected, always with the goals and needs of individuals in the group uppermost in the minds of the planners. Since groups develop at different rates, different training procedures and activities will have to be implemented in different groups at different times.

At the end of each ten-week period of the P.E.E.R.S. program, the counselees should be administered the same instruments administered during the pre-assessment period. Two such instruments, the Buck Interpersonal Relationships Scale and the Buck Level of Self-Esteem Scale, follow this page.

In addition, an evaluation form, such as the one presented, should be administered to each counselee periodically.

The P.E.E.R.S. program might be considered as an extension of the counseling program within a high school in which it operates. Peer counselors function as "helping," service-oriented agents, using their skills in communication, decision making and problem solving to facilitate the growth and development of other students. In serving others, peer counselors tend to increase their own potential for reaching new heights in many areas. The use of the P.E.E.R.S. program as a complement to the guidance services within the school not only extends guidance and counseling services to more students, but, as a result, tends to improve the climate of the school and the interpersonal relationships that exist within the educational setting.

LEVEL OF SELF-ESTEEM SCALE

Please mark each statement in the following way:

If the statement describes how you usually feel, put a check (✓) in the column, "Like Me."

If the statement does not describe how you usually feel, put a check (✓) in the column "Unlike Me."

There are no right or wrong answers.

	Like Me	Unlike Me
1. I'm pretty sure of myself.		
2. I often wish I were someone else.		
3. I'm easy to like.		
4. I find it very hard to talk in front of the class.		
5. I'm a lot of fun to be with.		
6. I'm proud of my school work.		
7. Someone always has to tell me what to do.		
8. I'm popular with kids my own age.		
9. I can usually take care of myself.		
10. I like to be called on in class.		
11. It's pretty tough to be me.		
12. Kids usually follow my ideas.		
13. No one pays much attention to me.		
14. I really don't like being a boy/girl.		
15. I have a low opinion of myself.		
16. I don't like to be with other people.		
17. I frequently feel shy.		
18. I often feel ashamed of myself.		
19. I'm not as nice looking as most people.		
20. Kids pick on me very often.		
21. My teacher makes me feel I'm not good enough.		
22. I'm a failure.		
23. Most people are better liked than I am.		
24. I usually know what to say to people.		
25. I often get discouraged in school.		
26. Things usually don't bother me.		

*Items adapted from Coppersmith "Self-Esteem Inventory" (SEI); The Antecedents of Self-Esteem, Stanley Coppersmith; University of California

LEVEL OF SELF-ESTEEM SCALE

Scoring Instructions

Review the manner in which the student has checked each item. Look at the value (0 or 2) given for each item below. Give credit for the item according to the value given, depending on whether the student checked Like Me or Unlike Me. Add the values checked and credited. A high score (30+) is indicative of high self-esteem. Low score (15-) is indicative of low self-esteem.

	Like Me	Unlike Me
1.	2	0
2.	0	2
3.	2	0
4.	0	2
5.	2	0
6.	2	0
7.	0	2
8.	2	0
9.	2	0
10.	2	0
11.	0	2
12.	2	0
13.	0	2
14.	0	2
15.	0	2
16.	0	2
17.	0	2
18.	0	2
19.	0	2
20.	0	2
21.	0	2
22.	0	2
23.	0	2
24.	2	0
25.	0	2
26.	2	0

BUCK INTERPERSONAL RELATIONSHIP RATING SCALE

Below you will find some statements concerning how you relate to others. Complete this form as quickly as you can without thinking too much about each item. Circle the number which best describes the degree to which the statement best fits the way you usually behave in interpersonal situations. Respond as honestly as you can.

1. I like to be with others.

   Never - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Always

2. I would like to have close personal relationships.

   Never - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Always

3. I tend to trust others.

   Never - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Always

4. I am eager to get along with others.

   Never - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Always

5. I am aware of the feelings of others.

   Unaware - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Always

6. I listen with understanding to what others say.

   Never - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Always

7. I can often influence the behavior of others.

   Seldom - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Often

8. I can tolerate differences between people.

   Seldom - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Often

9. Conflict with others usually upset me.

   Always - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Never

10. I usually understand myself.

    Never - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Always

11. I am willing to reveal myself to others.

    Never - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Always

12. I will discuss my feelings and concerns with others.

    Seldom - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Always

13. I like myself.

Seldom - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Always

14. I can accept the opposition of others.

Low tolerance - 1 - 2 - 3 - 4 - 5 - 6 - 7 - High tolerance

15. Level of independence from others.

Very low - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Very high

16. Degree of creativeness.

Low - 1 - 2 - 3 - 4 - 5 - 6 - 7 - High

17. Expression of anger.

Tend to repress - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Express appropriately

18. Level of self-confidence.

Low - 1 - 2 - 3 - 4 - 5 - 6 - 7 - High

19. I tend to dominate others.

Often - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Seldom

20. I tend to encourage others.

Never - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Often

21. I can be straightforward and direct.

Never - 1 - 2 - 3 - 4 - 5 - 6 - 7 - When necessary

22. I am slow to forgive.

Usually - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Never

23. I tend to be touchy and easily hurt.

Often - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Never

24. I am easily led.

Frequently - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Infrequently

25. I am a good leader.

Never - 1 - 2 - 3 - 4 - 5 - 6 - 7 - Usually

SCORING: To score, add up the numbers circled for each item and divide the sum by 25. A high average score (5.5 or above) is usually indicative of good interpersonal relationships. A low average score (2.5 or below) is often indicative of poor interpersonal relationships.

PEER COUNSELING EVALUATION FORM

Please rate the statements below according to your *true* feelings. Be as honest as possible.

1. I feel that I have received help from the peer counseling sessions.

No 1 2 3 4 5 6 7 Yes

2. I am more aware of my own feelings.

No 1 2 3 4 5 6 7 Yes

3. I am more aware of the feelings of others.

No 1 2 3 4 5 6 7 Yes

4. I feel comfortable with others.

No 1 2 3 4 5 6 7 Yes

5. I can solve many of my own problems.

No 1 2 3 4 5 6 7 Yes

6. I learned something new in the sessions.

No 1 2 3 4 5 6 7 Yes

7. My feeling of self-confidence has increased.

No 1 2 3 4 5 6 7 Yes

8. My feeling of self-esteem has increased.

No 1 2 3 4 5 6 7 Yes

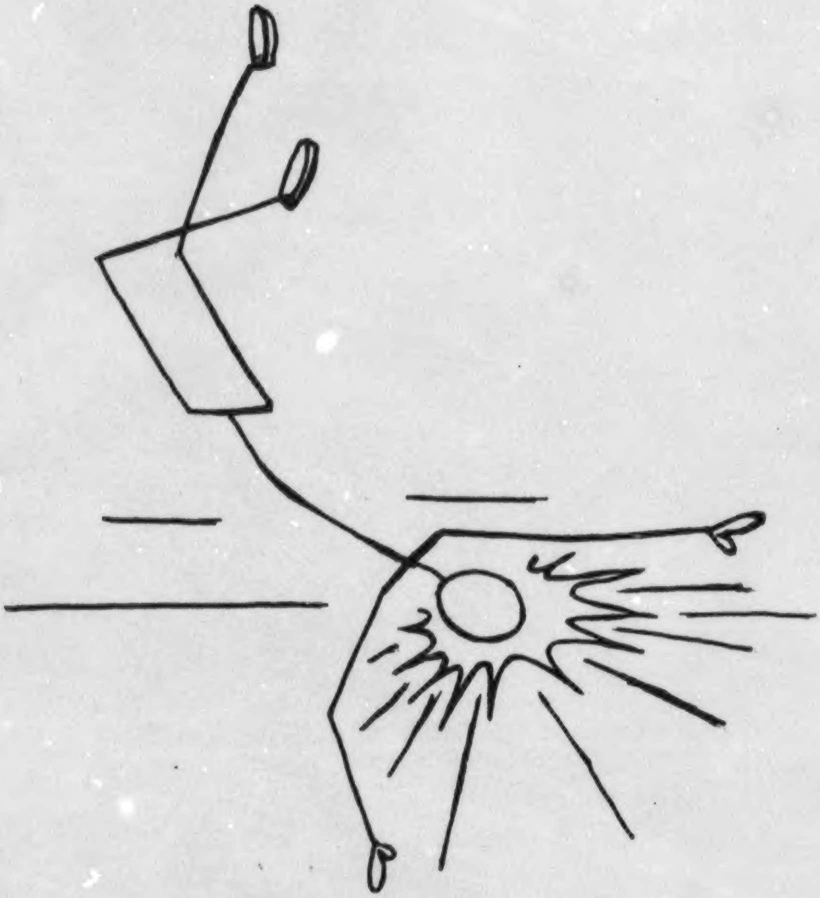
9. My interpersonal relationships have improved.

No 1 2 3 4 5 6 7 Yes

10. My grades in school have improved.

No 1 2 3 4 5 6 7 Yes

HOW TO MAKE A PEER COUNSELING PROGRAM FAIL



CHAPTER 12

MARY ZAHNER

HOW TO MAKE A PEER COUNSELING PROGRAM FAIL

Mary C. Zahner

In many school systems peer counseling has been shown to be an effective method to train adolescents to serve as counselors for their peers. Many important skills have been taught to selected students in an effective peer counseling program, such as communication skills, conflict resolution, and self-awareness skills. In each skill area specific steps are taken which have been designed to enable students to function effectively as peer counselors.

If a peer counselor trainer carefully follows all the steps in each skill area outlined in this book, as one follows a recipe in a cookbook, then will that trainer be guaranteed a successful peer counseling program which will solve all students' problems within a specified period of time? No. As recipes in cookbooks sometimes go wrong for a variety of reasons, so do peer counseling programs. This chapter addresses ten practices which tend to sabotage any peer counseling program:

1. Lack of school, community, and administrative support.
2. Lack of skills on the part of the trainers.
3. Lack of time allocated to start the program.
4. Skills not thoroughly taught to the students.
5. Lack of communication among trainers, peer counselors and counselees.
6. Lack of trust between trainers and peer counselors.
7. The lack of confidence in the peer counseling program.
8. The belief that the same peer counseling program will work for all educational settings.

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9. Lack of enthusiasm on the part of trainers and/or peer counselors.
10. Diffusion of responsibility and/or lack of ownership.

1. Lack of school, community, and administrative support:

It's important for the principal and administrative staff, as well as the parents and teachers, to know what the peer counseling program is all about. The facilitators must convince them that it can be effective with their support. To have to deal with a nonsupportive administrator is one of the quickest ways to shut down a peer counseling program. Oftentimes people don't like something new because they don't understand it. Explain the peer counseling program and see if you can get the administrative staff to endorse it. Such endorsement might be demonstrated by:

A. Setting aside a small area in which the students can meet.
B. Allowing the students to be released from classes to go to the peer counselors.
C. Any other of the countless little issues that only an administrator can take care of.

If the parents think that peer counseling groups are simply "goof off" periods in which their children "waste time," then those parents might not be very happy. Again, explain the program to the parents. Let them know the good things that peer counseling has accomplished or can accomplish (e.g. a reduction in vandalism; more motivation to become involved in school; less drug and alcohol abuse, etc.).

The teachers also need to be sold on the program. Advertise peer counseling and its capabilities. Let the teachers know about all of the positive factors about the program. Conduct an inservice session to explain to the teachers the basic outline of the peer counseling program, its possible benefits, the kinds of students it could help, how to refer a student, who to contact, etc.

2. Lack of skills on the part of the trainers:

   Frequently the trainers do not understand the structure, goals and objectives of peer counseling. If the trainers do not know what they are teaching then their students will not be able to adequately learn the subject area. Some professionals just shouldn't be responsible for the training of peer counselors. This is not to say that they are ineffective in all areas. We all have areas in which we are competent and areas in which we aren't so capable. A trainer may not be able to teach students how to function as peer counselors but he or she might be dynamite in career planning. Each trainer needs to search through his/her own knowledge, skills, and attitudes to decide whether or not he/she has the expertise and/or desire to train peer counselors.

3. Lack of time allocated to start the program:

   A great deal of time and effort is needed to start a peer counseling program. A trainer needs to be dedicated to the goals and objectives of peer counseling and willing to expend such time and effort. If a trainer seems uninterested in the program or has to rush it through becsause of other pressing demands on his/her time, this will be communicated to the students. Trainers need to decide not only whether they have the skills necessary for the training, but also whether they can commit adaquate time to the program. And if not, then be honest enough to back away, and allow someone else to take over.

4. Skills not thoroughly taught the students:

If an adolescent, as a peer counselor, does not know exactly what he or she is doing and why, then s/he will be ineffective. Peer counselor training may be compared to any other class of subject matter. For example, when an elementary grade school child learns to read, if that child doesn't know the basics of reading then he or she will fail, i.e., the child will not be able to read. This is also true for peer counseling. If a student does not know the skills involved then that student will fail as a peer counselor. One way to make sure the trainees are learning the appropriate skills is to do what every teacher does to determine whether his/her pupils are learning the material in class. That is, test the peer counselor trainees for both their knowledge and skill in the skill areas. Do they understand the theory and goals of peer counseling? Do they know how to communicate effectively? Can they analyze a problem situation objectively? Test them through role playing and written tests. Be creative! Just make sure the peer counselors know what they are doing and why.

5. Lack of communication among trainers, peer counselors, and counselees:

The ability to communicate is important for both trainers and peer counselors. As for the trainers, some people just have a hard time communicating ideas with others on a one-to-one egalitarian level. This is particularly true if the counselor or teacher serving as trainer is accustomed to dealing with (or more comfortable with) the peer counselors in a teacher-student (or superior-subordinate) relationship, communicating facts rather than feelings. That's okay. Some of the best teachers are unable to effectively communicate with students unless they are sitting quietly in their seats and attending to the teacher as an authority figure. Peer counseling training just doesn't work that way. As a trainer you must deal with your trainees on an equal basis. There might be a certain amount of lecturing involved in the training process, but there should also be much sharing of ideas in a one-to-one relaxed atmosphere. If a trainer is not able to communicate to students in such a role, then s/he should relinquish the trainer role.

In like manner, peer counselors need to be able to objectively and effectively communicate with their peers, including the classroom bully, the A student, or the beauty queen. If the peer counselor is unable to communicate or relate with another person because he or she doesn't like the way that person looks or acts, then that peer counselor should relinquish the role of counselor.

6. Lack of trust between trainers and peer counselors:

Trust is an essential aspect in peer counseling. One individual must be able to trust that the other individual knows what s/he is doing. If a trainer goes through all the time and trouble of training the peer counselor and then turns around and tells that peer counselor that he or she can't counsel another student without an adult present and/or listening in, thereby implying that the peer counselor does not know what he or she is doing, well, trainers, you might as well not have trained the peer counselor in the first place!

All parents eventually have to trust that they have taught their child as much as they can and that the time comes to let the child out on his/her own. The child also realizes that the parents are there to help when help is needed. So it is with peer counselors. If the training sessions have been good and you are confident that the peer counselors know their skills and you have taught them to the best of your ability, then trust that the peer counselors are capable of counseling. And let them know that you trust them. There is always a risk in trusting another person. Trusting a person to do what is right and appropriate on his/her own is the only way to allow that person to fully develop his/her skills.

At the same time students must be able to recognize and differentiate between problems they can handle and problems that they shouldn't deal with. A program will fail if a peer counselor inadvertently handles a problem that turns into a disaster. Certain types of problems need to be handled by adult counselors only, such as excessive abnormal behavior in the group; uncontrollable tantrums and aggression toward others; extremely sensitive subjects, etc. Under such circumstances the peer counselors should feel free to call upon the facilitators for help; and the facilitators should be available to provide such assistance when necessary.

7. The lack of confidence in the peer counseling program:
This goes along with points number 1 and 6. If the trainers and/or administrators don't really believe that peer counseling will work, then it won't. You've really got to have confidence in the value of the program. If you, as the facilitator or trainer, believe in the program, then the peer counselors and other involved persons will also believe. If the leaders of the program question the capa-

bilities and worth of peer counseling, then you can be certain that the "self-fulfilling prophesy" will begin to operate and the peer counseling programs will fail.

8. The belief that the same peer counseling program will work for all educational settings:

Just as the same shoe won't fit ten different people, neither will the same peer counseling program work for ten different schools. Train students in the basic skills of peer counseling but be innovative in your training. Be creative about the non-essentials. Bring in new exercises you have found that are relevant to the training in a particular educational setting. Become knowledgeable about communication skills, conflict resolution skills and the other skill areas, and apply what you learn to the peer counselor training program. Experiment with various methods of electing or soliciting peer counselor trainees. If you want to train your students three times a week of 10 weeks - then that's fine. Or you may choose to take your trainees away for a 3-day training marathon retreat. Different schedules can be used as long as the basic fundamentals of peer counseling are maintained. Don't be afraid to rearrange or reorganize your program to fit the particular size, needs and politics of your school. Remember the adage, "Different strokes for different folks." Involve the trainees in some of the decisions at an implementation level to increase their commitment and model some basic peer counseling principles which tend to meet their special needs.

9. Lack of enthusiasm on the part of trainers and/or peer counselors:

Though this point has been touched upon in some of the other areas, let it be re-emphasized. You know that peer counseling works and the good things it does for a school. so show that you know it. Be enthusiastic about the merits of peer counseling. Enthusiasm is contagious. Soon your trainees, teachers and administrators will be caught up in your excitement over the possibilities of implementing a peer counseling program in their particular setting.

10. Diffusion of responsibility and/or lack of ownership:

Don't be afraid to own your peer counseling program. If you identify with something it's easier to be enthusiastic about it. Of course when things don't work there is always a tendency to place the blame on others. At the same time, if it's a success everyone wants to identify with the program. It is very important right from the start for each person involved in the program to be responsible for the peer counseling training procedure, i.e., to be willing to take both the blame and the praise. Don't diffuse the responsibility over too many people, so that no one has ownership. At the same time be sure that each person is clear about what is expected of him/her. If you're really enthusiastic about the peer counseling program and believe that it is an efficient way of counseling then stick your neck out and be willing to be held accountable for the program.

Hopefully these ten points will clarify areas to be avoided in developing a successful peer counseling program. One last point: remember that not everyone can counsel. It is not a skill which every student can learn.

However, experience has taught us that peer counseling does work. It just takes much time and effort to get a program started and working smoothly. There will always be pitfalls but more than likely they can be overcome. The benefits of a good peer counseling program far outweigh any of the difficulties experienced. This manual has been developed to assist both peer counselor trainers and peer counselors in implementing a successful program that will enhance the growth and development of young people.

DELINQUENCY ? ?

We read in the papers, we hear on the air
Of killing and stealing and crime everywhere
We sigh and we say, as we notice the trend
This young generation, where will it end?
But can we be sure that it's their fault alone?
That maybe a part of it might be our own.
Too much money to spend; too much idle time
Too many movies of passion and crime.
Too many books not fit to be read
Too much evil in what they hear said.
Too many children encouraged to roam,
By too many parents who won't stay at home.
Youth don't make the movies; they don't write the books,
That paint the gay picture of gangsters and crooks,
They don't make the liquor, they don't run the bars, .
They don't make the laws, and they don't make the cars.
They don't make the drugs that idle the brain,
It's all done by older folks, greedy for gain
And how many cases we find that it's true,
The label "Delinquency" fits older folks, too.

Anonymous

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I SOUGHT MY SOUL
BUT MY SOUL
I COULD NOT SEE.

I SOUGHT MY GOD,
BUT MY GOD ELUDED ME.

I SOUGHT MY BROTHER
- AND I FOUND ALL THREE.

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